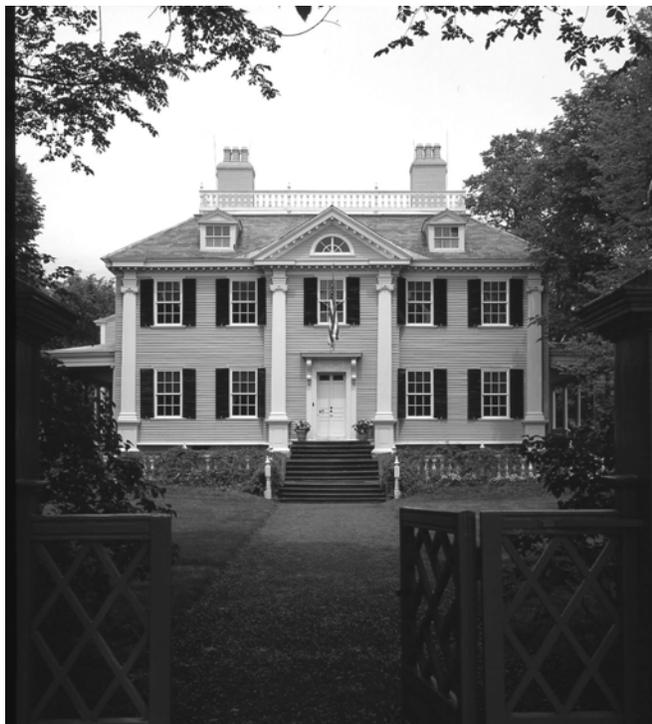


COMPREHENSIVE INTERPRETIVE PLAN

LONGFELLOW NATIONAL HISTORIC SITE

CAMBRIDGE, MASSACHUSETTS
2004



COMPREHENSIVE INTERPRETIVE PLAN

**LONGFELLOW NATIONAL
HISTORIC SITE**

December 2004

**PREPARED BY
DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE**

Longfellow National Historic Site Staff

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EXECUTIVE SUMMARY

Purpose and scope of document

The Longfellow Comprehensive Interpretive Plan (CIP) serves as a planning, implementation, assessment, and reference tool for the site's interpretive program development. This comprehensive approach considers the purpose and significance of the site and its interpretive themes. The plan identifies park themes, describes desired visitor experience goals and futures, and recommends a variety of interpretive services (personal and non-personal), media, programs, and outreach activities to communicate efficiently and effectively the site's purpose, significance, themes, and park issues.

This Comprehensive Interpretive Plan proposes actions to be implemented over a five-year period, the time frame for which has been exceeded due to delays in the report's completion and personnel changes. This plan has been in draft form since 2000. The site recognizes that the plan needs to be reevaluated and updated, and a new five-year plan developed.

Since 2000 the site has used the plan, however, as a working document to guide interpretive programming development and associated activities. Many of the recommended actions have been implemented. Further, the National Park Conservation Association (NPCA) conducted a State of the Parks Cultural Resource Assessment for Longfellow in January 2004, which included a session on resource interpretation and education. The NPCA assessment gave staff the opportunity to examine the current status of the site, taking into consideration the interpretive programming recommendations of the draft CIP. In many instances the current personal services programming conforms to desired visitor experiences and supports the established interpretive themes and goals outlined in this document.

Methods

Work on the CIP began in spring 1999 and continued over 14 months (through August 2000) with 5 one-day workshops and one two-day charrette. The planning team included park and regional NPS staff, partners, scholars, museum professionals, and historians. An outside interpretive planner facilitated the meetings. Six broad thematic areas linked to the site's resources were initially identified and later consolidated into three major thematic areas.

Official NPS strategies for interpretation and education (listed in the text) guided the CIP planning process and development. The thematic tours, programs, and presentations developed over the past five years emphasize the site's commitment to adhering to these established standards.

Results

The **three primary themes** that emerged from the planning process had been articulated in earlier documents and/or legislative actions, – the park's 1972 enabling legislation, Public Law 92-475 (86 Stat. 791), which reiterated the intentions of the

Longfellow family Indenture of Trust (1913); the park's revised Mission Statement; and the statement of significance in the National Register's designation of the house as a National Historic Landmark (1962) and the site's subsequent listing in 1966 on the National Register of Historic Places. The National Register recognized the property as significant in three areas: literature, architecture, and military (Criterion A: Event; Criterion B: Person; and Criterion C: Design/Construction).

Specifically, the site's significance is found in its associations with General George Washington during the Siege of Boston (1775-1776) as his home and headquarters, as home to poet Henry Wadsworth Longfellow and family (1837-1950), and as one of the country's finest examples of mid-Georgian architecture – associations which offer insight into many themes related to the country's birth and evolving national identity.

Theme 1: From the pre-Revolutionary war period through the mid-twentieth century, the Vassall-Craigie-Longfellow House was continuously occupied and served as an important gathering place for people of the world who contributed to the formation of our nation, its culture and literature, and our national identity.

Theme 2: Henry Wadsworth Longfellow played a defining role in shaping and cultivating an American literary and artistic tradition inspired by his environs and based on the country's unique historical characters and landscape, and informed by his understanding of the values and beliefs of cultures throughout the world.

Theme 3: Building on the Washington occupancy, the persons associated with this site have revered the house and consciously collected, preserved, and interpreted evidence of past occupants and activities, making the house a visual chronicle of the nation's development and evolution.

The CIP team identified four Desired Future Visitor Experiences:

1. *Visitors have the opportunity to be exposed to carefully researched and well documented information.* This is facilitated by the extensive archives of primary source materials on site and documentation of objects. All tours and interpretive programs are properly footnoted with citations, demonstrating evidence of progress toward this goal.
2. *Visitors are given a variety of choices that reflect multiple perspectives to increase their knowledge with the opportunity to explore Park resources and themes.* The site acknowledges the need to research current and desired visitor groups, including diverse groups, to understand their needs and interests and identify ways to attract a more diverse population. Progress toward this goal is seen in a variety of new tours and presentations that focus on women, artists, enslaved persons, literary figures, social issues of the time, and so forth.

The site also has initiated partnerships with other thematically-related sites and organizations in an effort to connect with other potential visitor groups. Longfellow NHS has worked collaboratively with, among others, Lowell National Historic Site, Boston National Park, and the Historic Cambridge Collaborative (complete listing in document) to make thematic links. The summer weekend painting and drawing program encourages family and multi-generational participation. The expanded website has been mounted with opportunities for a virtual house tour and

exploration of the archives and collections. Multi-lingual house guides need to be developed for non-English-speaking guests.

Two junior ranger programs, each geared towards specific ages, have been created. There are 2 curriculum-based programs – house tour and neighborhood walking tour. Longfellow National Historic Site is facilitating visitor access to the site. The installation of a wheelchair lift in the visitor center now allows persons with disabilities to access the historic first-floor rooms.

3. *Visitors have an opportunity to understand that Longfellow NHS is part of the National Park Service.* Promotional materials carry the logo and slogan of the NPS and identify the site as part of the National Park System.
4. *Visitors have the opportunity to appreciate and understand the significance of the site and its history by experiencing the real spaces, furnishings, written words, and images of those associated with the site.* House tours, special-interest programs and tours, finding aids, on-going conversion of paper records to computer-based, new web site, printed publications (i.e., the Friends of the Longfellow House newsletter) provide visitors with opportunities to learn about the significance of the site and its history. An active research fellowship program sponsored by the Friends group facilitates new scholarship.

Goals and Actions statements are written for these desired visitor experiences. The implementation plan for the action items (in chart form) lists responsible personnel, timetable for completion, and potential funding sources.

Conclusion

As this plan is fully implemented, visitors will have a full array of interpretive options available for their exploration – onsite, offsite and online – that reflect careful audience research. They will be able to choose from a variety of appropriate, historically accurate and engaging approaches. They will not only be exposed to well-documented resource materials as a foundation for programming, they will learn how to access that material on their own for further study. The relationship of this site to the larger contexts of the National Park Service and to other thematically-related sites and sources will be made clear.

The interpretive scope will expand to put more emphasis on George Washington's use of this house as his first headquarters in the early months of the American Revolution, on Longfellow's defining role in developing America's cultural independence, and on the efforts of Longfellow, his heirs, and subsequent stewards to preserve and promote the significance of this iconic place in American history.

Recommendations

The following four questions that guided the interpretive planning process are ones that will continue guidance as interpretive programs are developed. These overarching questions will serve as reminders of how the planning group turned vision into action, and will provide a framework for future planning initiatives.

1. In what specific ways, both in the past and in the present, has this home provided a stimulating environment for its occupants and visitors?
2. How can this site help visitors to understand the development of this country's national identity?
3. What are the historic and current connections between this site and the cultural, educational, social and international communities?
4. What will be the most compelling/engaging aspects of this site – and the lives of the people who have lived here – for visitors in the 21st century?

The site has made much progress towards its goals, and there is abundant evidence of the use of this document (in draft form). A key historic commemoration is on the horizon: the 200th anniversary of the birth of Henry Wadsworth Longfellow will occur in February, 2007. This document can serve as a planning foundation for that event, with recognition of those resources that must be mined to give a more comprehensive picture of the house, its inhabitants and its place in literature and history. The high visibility for the site which will come in 2007 will be a strong incentive for those working to fully implement this plan in all its dimensions.

The following recommendations (drawn from Section VI) highlight key areas which will strengthen the interpretive program:

Research

- Conduct an Historic Resource Study (PMIS) to focus on the house as George Washington's home and headquarters, 1775-76
- Support all aspects of research which can result in theme-based tours and special programs

Interpretive Programming

- Continue development of special tours researched and presented by park rangers with targeted themes for new audiences

Education Programming

- Launch Historic House Explorers, a new curriculum-based program to engage 8th grade students in interdisciplinary investigation using the site's cultural and natural resources, funded through NPS Parks As Classrooms

Staffing

- Expand interpretive positions to include two GS-05-07-09 permanent park rangers for interpretation, two GS-05 seasonal park rangers, one GS-04 seasonal visitor use assistant, and one permanent administrative support staff position for overall site operations

Grounds, Gardens and Landscape

- Complete the rehabilitation of grounds and gardens to be consistent with house interior treatment

Communications & Media

- Continue to expand and update website and complete unigrid brochure

Partnerships

- Make effective use of each of the dozen partnerships which Longfellow NHS is currently involved to develop new interpretive programs and new audiences consistent with this Comprehensive Interpretive Plan

INTRODUCTION

Longfellow National Historic Site was home to one of America's foremost writers and scholars. Henry Wadsworth Longfellow lived at 105 Brattle Street, Cambridge, for most of his literary career, from 1837 until his death in 1882. The site is also closely associated with George Washington, who made the house his headquarters between 1775-1776, while serving as Commander-in-Chief of the Continental Army during the American Revolution. In addition, John Vassall and Andrew Craigie, among the largest landowners in eighteenth and early nineteenth-century Cambridge, invested much of their wealth in this property during their respective periods of residence. The house, built in 1759 by Caribbean plantation owner and Loyalist Major John Vassall, is an outstanding example of mid-Georgian (mid-eighteenth century) architecture in the United States.

The structures, collections and grounds of Longfellow National Historic Site retain a high degree of historical integrity, making documentation and interpretation possible to a level of detail rarely realized in historic house museums. The house has also come to symbolize the embodiment of our colonial heritage and the foundation and flowering of our nation.

*The **mission** of Longfellow National Historic Site is to preserve and interpret the historically and culturally significant buildings, grounds, and collections which reflect the values and ideals of its occupants. As home and headquarters to General George Washington during the Siege of Boston (1775-1776), and home to poet Henry Wadsworth Longfellow and family (1837-1950), and one of the country's finest examples of mid-Georgian architecture, the site offers insight into the many themes related to the country's birth and evolving national identity.*

The Past and Present here unite
Beneath Time's flowing tide,
Like footprints hidden by a brook,
But seen on either side.

From: *A Gleam of Sunshine*
Henry Wadsworth Longfellow, 1846

The Planning Process

Work on the CIP began in spring 1999 and continued over 14 months with 5 one-day workshops and one two-day charrette. An outside interpretive planner facilitated the meetings. The planning team included park and regional NPS staff, partners, scholars, museum professionals, and historians. The current personal services programming conforms to the desired visitor experiences and supports the established interpretive themes and goals outlined in this document.

I. SITE BACKGROUND

la. History

The Vassall-Craigie-Longfellow House is an outstanding example of mid-Georgian architecture and is considered one of the finest historic homes in America. It was built in 1759 by **John Vassall (occupancy 1759-1774)**, a wealthy loyalist who abandoned the property on the eve of the American Revolution.

The house served as barracks and command post for Colonel John Glover and his regiment of Marblehead fishermen in 1775. It then became the residence and headquarters of **Commander-in-Chief George Washington**, his wife Martha, and his generals for nine months, July 1775-April 1776, during the Siege of Boston. In this headquarters Washington planned strategy, organized the army, received delegates from Native American tribes, and met with representatives from the 2nd Continental Congress, including Benjamin Franklin, in order to discuss the best means of separating the American colonies from England. From the Cambridge headquarters General Washington wrote more than 300 letters and read Thomas Paine's *Common Sense* for the first time.

In 1781 **Nathaniel Tracy** (owner 1781-1786), wealthy merchant, landowner, and privateer from Newburyport, Massachusetts, purchased the Vassall estate adding more than 80 acres to his extensive holdings. Tracy, a major contributor to the Patriot Revolutionary War effort, outfitted a fleet of privateers which captured 120 enemy vessels during the war. Tracy entertained guests in grand fashion in his Cambridge home, but by 1786 was in dire financial straits. Much of his holdings, elegant homes (including the Vassall mansion) and commercial property was sold.

In 1790 the Cambridge house was purchased by **Andrew Craigie** (family occupancy, 1791-1841), the army's first Apothecary General, and a major Cambridge land speculator. "Craigie Castle" became a showcase, occupying 140 acres of land. After his death in 1819, Craigie's widow Elizabeth opened the house to a variety of lodgers, including three future presidents of Harvard University: Josiah Quincy, Edward Everett, and Jared Sparks. Another boarder was Henry Wadsworth Longfellow, newly appointed Harvard professor of Modern Languages, who arrived in 1837.

Henry Wadsworth Longfellow (occupancy 1837-1882) delighted in the house and grounds, welcoming the frequent company of such friends as Nathaniel Hawthorne,

Ralph Waldo Emerson, and Charles Sumner. In 1843, Longfellow married Frances (Fanny) Appleton, and received the house and five acres of land as a wedding present from Fanny's father, Nathan Appleton, who had amassed a fortune by developing textile mills in Lowell, Massachusetts. Longfellow produced the bulk of his poetry and scholarly work from his home, and made it a gathering place for prominent men and women from around the world. The influence of these distinguished gatherings on those in attendance and society at large is difficult to measure, but documentation suggests that the exchange of ideas had an impact, not only on the development of American literature and culture, but also on social and political movements. Longfellow's closest personal friend and frequent guest was Massachusetts Senator Charles Sumner, an ardent abolitionist.

Longfellow introduced to the reading public the languages, literature, and cultures of the world, proclaiming that "nationality is a good thing . . . but universality is much better." He served as Professor of Modern Languages at Harvard for eighteen years, spoke eight and read twelve languages, and produced scores of translations.

The home served as a shrine to George Washington throughout the Longfellow family's residence, symbolizing to visitors the founding of the nation. Thus, conscientious historical preservation efforts began at 105 Brattle Street with Henry W. Longfellow and his wife, Fanny.

Ib. Preservation

Longfellow's children paid homage to their father through their stewardship of the property as exemplified by the establishment of the Longfellow Memorial Association in 1882, the year Longfellow died. The subsequent creation of Longfellow Memorial Park, dedicated in 1914, maintained the connection of the house to the Charles River. The second effort of the heirs centered on the preservation of the house and its immediate surroundings. The estate was partitioned in 1888; thereby delineating the 1.98 acres that presently constitute Longfellow National Historic Site.

An Indenture of Trust in 1913 created the Longfellow House Trust, transferring stewardship to the Trustees and articulating the intention of the Longfellow family to preserve the property for educational and inspirational purposes:

...to be held, preserved, maintained and managed for the benefit of the public as a specimen of the best Colonial architecture of the middle of the eighteenth century, as an historical monument of the occupation of the house by General George Washington during the siege of Boston in the Revolutionary War, and as a memorial to Henry W. Longfellow...

The terms put forth in the document clearly demonstrate that Longfellow's heirs were aware of and sensitive to the complete history of the house, not just its association with Henry Wadsworth Longfellow.

Henry and Fanny Longfellow's oldest daughter Alice assumed management responsibility for the property and continued to live in the house until her death in 1928. Grandson Henry (Harry) Wadsworth Longfellow Dana lived in the house between 1917

and 1950, serving as the first curator and establishing the house as a museum and research facility. In 1962, the Cambridge Historical Commission created the Old Cambridge Historic District, which included the designation of the Longfellow House as a National Historic Landmark. In 1966, it was listed on the National Register of Historic Places.

Ic. Park Legislation

On October 9, 1972, Congress passed enabling legislation authorizing the acquisition by donation of Longfellow National Historic Site. Public Law 92-475 (86 Stat. 791) reiterates the earlier Indenture of Trust:

Be it enacted...that in order to preserve ownership for the benefit and inspiration of the people of the United States, a site of national historical significance containing a dwelling which is an outstanding example of colonial architecture and which served as George Washington's headquarters during the siege of Boston in 1775-1776 and from 1837-1882 as the home of Henry Wadsworth Longfellow, the Secretary of the Interior is authorized to acquire by donation Longfellow National Historic Site.

Id. National Register Statement of Significance

Appendix E provides a detailed summary of established areas of site significance (articulated in the mission statement and park legislation), as well as potential new areas of significance. These potential new areas of significance include:

- the house, its interiors and garden as icons of the Colonial Revival movement and style in the United States
- the house collections as examples of Victorian interior design
- the Japanese collection as a reflection of 19th century American interest in and craze for Japanese culture and the resulting transformations in both American and Japanese culture
- the Arts and Crafts movement revealed through Alice Longfellow's specific interests
- and the potential for research into 19th century art patronage, childhood, domestic life, and other themes of social history

II. BACKGROUND FOR PLANNING

Ila. Park Environment

Physical Resources

Open to the public since 1974, Longfellow National Historic Site consists of four primary resources:

- The VASSALL-CRAIGIE-LONGFELLOW HOUSE, a three-story mansion home (c.1759) and rear addition (c. 1793).
- The LONGFELLOW CARRIAGE HOUSE, a two-story barn (c. 1844) that replaced an earlier structure on the property; renovated 2000-2001 with lecture/classroom space for 45-50 persons, staff lunchroom, and visitor restrooms.

- The MUSEUM COLLECTIONS AND ARCHIVES, an estimated 35,000 items of historic furnishings, fine and decorative arts in 17 restored rooms and in study collections; Longfellow's own personal library plus other family books numbering 14,000 volumes; 10,000 historic photographs and negatives from 1840 to 1970; archives and manuscript collections containing over 360 linear feet of papers, c. 1650-1972 (765,000 items)
- THE LONGFELLOW HISTORIC LANDSCAPE, a 1.98 acre garden setting which was the core of a much larger c. 1759 estate. Includes a c. 1847 formal garden redesigned in the 20th century by leading landscape architects Martha Brookes Hutcheson and Ellen Biddle Shipman.

Facilities

Longfellow National Historic Site is managed together with the Frederick Law Olmsted and John F. Kennedy National Historic Sites (both in Brookline, MA) as a single administrative unit of the National Park Service.

The Visitor Center is located in an adaptively re-used, one-story, attached structure at the rear of the Longfellow House (formerly Henry Longfellow's billiard room and later daughter Alice's wood shed). Visitors may take advantage of information services and publications, exhibits and a bookstore managed by Eastern National. Guided house tours start from the visitor center.

Period rooms on the first and second floors of the house are open to viewing by visitors as part of regular guided tours. They contain original furnishings, paintings, sculpture, decorative arts, books and other items from the museum collections that belonged to the Longfellow family.

The house closed to the public in October 1998 for upgrading and augmentation of museum storage and critical building systems – fire, security, environmental controls, and handicapped access. It reopened with a special re-dedication ceremony in September 2002.

The Longfellow Carriage House (1844) was rehabilitated during 2000-2001 from the administrative unit's maintenance facility and now provides classroom, meeting, and lecture/special programming space, as well as staff lunchroom and public restrooms.

Neighborhood

Longfellow National Historic Site is located on Brattle Street, Cambridge, Massachusetts, in a residential setting a half-mile from Harvard Square/Harvard University. Brattle Street (also known as "Tory Row") in the Old Cambridge National Register District is graced with elegant homes from the 18th to the 20th centuries. The Old Cambridge National Register District includes Brattle Street between Fresh Pond Parkway and Garden Street, plus portions of Phillips Place, James Street, Craigie Street, Elmwood Avenue and Longfellow Park. Some of the properties in this district are extant from before the American Revolution onward and have been the residences of politicians, scientists, authors, historians, poets, professors and presidents. Many major architects of the 19th and 20th centuries are represented within the district.

Institutional neighbors include Lincoln Institute for Land Policy Research, Episcopal Divinity School, Radcliffe Institute for Advanced Studies of Harvard University, Cambridge Friends Meeting, the Church of Latter Day Saints, and Mt. Auburn Cemetery.

IIb. Visitors

Visitation

Longfellow National Historic Site has been open to the public since 1974. Visitation in the years 1974-1977 averaged 18,500 based on year-round operations. Through the mid-1990s the site was open to the public seven days a week. In 1995 a 5-day-a-week, nine-months-a-year schedule was adopted because of budget constraints. From 1996 through 1998 and 2002 through 2003, the site was open for visitors approximately six months of the year (mid-May through October), five days a week, Wednesday – Sunday. In 2004 the site was open from June 6 through October 31, a reduction of several weeks from the previous year. The house was closed to the public during a rehabilitation project, October 1998 – May 2002.

During the 2004 visitor season, there were 721 personal services (as reported in the NPS Servicewide Interpretive Report) provided to a total of 21,780 visitors. In 2003 there were 769 personal services provided to 29,886 visitors. In 2002 the site provided 563 programs of personal services with 20,109 visitor contacts. These services included formal interpretation, special events, demonstrations, performing arts, and curriculum-based education programs.

The decline in the number of visitors in 2004 is attributed to a shortened visitor season, a reduced summer festival schedule, and an overall decline in tourism in the greater Boston area.

Audience Profile

There has been no formal audience study of persons on house tours or attending the summer music and poetry festival, lectures, presentations, and special events. Walk-in touring visitors tend to be adults. International visitors are represented by Europe and Asia (mainly Japan). Repeat visitors are generally Cambridge-area residents attending the summer festival series. Among recreational visitors to the grounds are dog walkers and students in local painting and drawing classes.

Most student groups come from Cambridge public schools for the house tour and curriculum-based neighborhood walking tour. Family Day and curriculum-based tours target specific audiences as do ranger-developed special interest tours and other programs.

Visitor Satisfaction

A visitor satisfaction survey was conducted in August 2004 (See Appendix G – Longfellow NHS 2004 Visitor Survey Card Data Report) to assist the National Park Service in complying with the Government Performance and Results Act (GPRA), specifically Goals IIa1 (visitor satisfaction) and IIb1 (visitor understanding, appreciation,

and park significance). The survey is an indicator of visitor satisfaction for facilities, services, and recreational opportunities.

The response rate was 28% (109 respondents) with the site receiving a 99% visitor satisfaction rating for Goal IIa1 and a rating of 93% for Goal IIb1 (visitor understanding/park significance). The response rate in 2003 was also 28% (111 respondents) with the site receiving a 99% visitor satisfaction rating for Goal IIa1) and a 100% rating for Goal IIb1 (visitor understanding/park significance).

Researchers

The site is an active research center. The museum collections and archives are available year-round two days a week for researchers and scholars. Research requests average 300-400 per year. Telephone, e-mail, and letter requests are routinely received. Specific archives and collections requests are directed to curatorial/archives. Interpretive rangers respond to general information requests as part of regular duties.

IIc. Documents for Planning

The park has completed major planning efforts and reports that are important to the development and implementation of the Comprehensive Interpretive Plan. The Cultural Resources Bibliography (Appendix C), compiled by the Northeast Museum Services Center, contains a complete listing. Recent documents include:

- Mission Statement (see INTRODUCTION)
- Resource Management Plan, Longfellow National Historic Site (1991)
- Collection Management Plan (1995)
- Historic Plant Inventory for Longfellow National Historic Site, Final Report (1995)
- Historical Overview and Evaluation of Significance, A Historic Resource Study (1996)
- Historic Structure Report, Longfellow Carriage House/Barn (1997)
- Interior Paint Analysis: The Longfellow House, Longfellow NHS (1997)
- Wallpaper Analysis: The Longfellow House, Longfellow NHS (1997)
- Historic Furnishings Report -- Volume I, Administrative and Historical Information, Illustrations, and Bibliography (1999); Volume II, Recommended Furnishing and Working Drawings (2000)
- Cultural Landscape Report -- Volumes I – III (1993, 1997, 1999)
- Intensive Archeological Testing at the Longfellow NHS (1998)
- Intensive Archeological Testing at the Carriage House, Longfellow NHS (1998)

IId. NPS Strategic Goals/Planning

The Government Performance and Results Act (GPRA) of 1997 requires that each park develop a five-year strategic plan, which addresses four strategic goals established by the National Park Service. These goals are: Mission Goal I – Preserve Park Resources; Mission Goal II – Provide for the Safe Public Enjoyment and Visitor Experience of Parks; Mission Goal III – Strengthen and Preserve Natural and Cultural Resources and Enhance Recreational Opportunities Managed by Partners; Mission Goal IV- Ensure Organizational Effectiveness.

Mission Goals I and II directly relate to interpretation. Achievement of these goals helps insure quality park experiences for visitors. Appendix D enumerates specific projects identified by the park within each goal category and the status of the projects.

Many identified projects have been completed, including rehabilitation of the House with upgraded fire suppression, environmental controls, and security systems; improved museum storage; and wheelchair access to the house. Rehabilitation of the Carriage House has been accomplished and provides spaces for meetings and a staff kitchen/lunchroom. The maintenance facility was relocated off-site to accommodate these improvements. Multi-year processing of archival and manuscript collections has continued. Archives, historic books, and collections not on exhibit are properly housed. Updating of room guides is complete. Longfellow NHS museum archives and collections are operational in ANCS+ Program. The historic grounds have been documented and archaeologically surveyed. Rehabilitation of the gardens and grounds continues.

An expanded volunteer program is now in place to provide visitor center, research and special event assistance. Several curriculum-based education programs and the Junior Ranger program (for two separate age groups) have been developed and are in use.

Ile. Planning Considerations

Four questions guided the interpretive planning process as primary thematic areas were identified and desired visitor experiences were articulated:

1. In what specific ways, both in the past and in the present, has this home provided a stimulating environment (intellectually, aesthetically, socially, etc.) for its occupants and visitors?
2. How can this site help visitors to understand the development of this country's national identity? What were the most significant decisions that were made here and why? What are the stories, images and collections here that relate to this historical narrative?
3. What are the historic and current connections between this site and the:
 - Cultural community (writers, artists, musicians, architects, etc.)
 - Educational community (Harvard, other institutions, scholars and students, state curriculum frameworks, Poetry in the Classroom projects, etc.)
 - Social community (public service, civic responsibility, involvement in larger issues and actions, etc.)
 - International community (interests in other cultures manifested in the artifacts, archival materials and activities of this site)
4. What will be the most compelling/engaging aspects of this site – and the lives of the people who have lived here – for visitors in the 21st century?

IIf. Issues and Influences Affecting Interpretation

Perceptions and Relevance for Today's Audiences

- Henry Wadsworth Longfellow is not as familiar an icon of popular culture as he was to previous generations; hence the need to examine his significance in American cultural history and relevance today.

- The role of the house as General Washington's headquarters has been underemphasized and is relatively unknown to the visiting public.
- The house needs to be seen more in wider contexts of a landscape, a neighborhood, a community, a nation, and worldwide connections.
- The Site needs to be considered as:
 - a. Eyewitness to historical events
 - b. Environment which somehow stimulates residents and guests
 - c. Evidence of occupants' relationships to each other, their friends, colleagues, neighbors, international interests and outlooks

Existing Conditions

- **Pre-visit and arrival** – Visitors obtain information about the site by telephone, written and e-mail requests, and the NPS park website. The Friends of the Longfellow House, the City of Cambridge, and Boston Literary Trail are among the organizations which provide direct links via their websites to the official NPS website. An expanded website will go on-line in spring 2005. Park rangers staffing the visitor center/bookstore welcome guests, answer questions, and provide informal orientation prior to scheduled tours.
- **Signage and Parking** – Signage to the site from major transportation arteries (Mass Turnpike, Interstate 93, State Route 2), or on local roads leading into Cambridge is inadequate. The site is readily accessible by public transportation via the MBTA subway (the "T") and buses to Harvard Square, a 10-minute walk away. Visitors using public transportation, however, will not find signs directing them to the site. There is no street parking for visitors traveling by car because of the site's residential setting. No visitor parking is available on site except for vehicles with handicapped permits. A designated curbside parking area in front of the house on Brattle Street is reserved for tour buses. On-site signage is limited, and visitors are often unsure about where to go once on the property since the visitor center is located at the rear of the property and not visible from the street.
- **Visitor Services**
 The house is open for public tours from mid-May or June through September or October, Wednesday-Sunday, 10 a.m. – 4:30 p.m. Six ranger-led guided tours of the historic rooms are offered. A fee of \$3.00 for persons above 16 years of age is charged for the house tour. The Junior Ranger Program, implemented in 2003, is available free for children ages 9-12, with a second version for children ages 5-8 implemented in 2004.

House and walking tours for groups are incorporated into the daily schedule as time and staffing permit. A self-guided walking tour of the Brattle Street neighborhood from Harvard University to Mt. Auburn Cemetery, written by NPS staff and published by Eastern National, is sold at the Longfellow NHS Visitor Center.

The site needs to conduct a weight-load study to determine official carrying capacity. Until this is accomplished, tour size is limited to 15 persons. Current staff consensus is to reduce tour size to 12 persons because groups of 15 are unwieldy and create potentially unsafe conditions and security issues both for visitors and collections on exhibit.

Under existing tour-size guidelines, the site has the capacity to accommodate more visitors given adequate staffing. At capacity (six public tours a day, 5 days a weeks for 22-24 weeks), a total of 10,800 visitors could be served, excluding student and group tours, which are scheduled prior to opening hours if possible. The layout of rooms in the house allows for double tours provided there is adequate staffing and the physical impact on the resource is determined to be negligible.

The Longfellow Carriage house carrying capacity is 45-50 persons in the all-purpose/conference room. The maximum recommended number of persons for large-scale events on the side lawn is 350. A self-guided grounds and landscape guide is available free in the visitor center, but requires updating as the grounds and gardens restoration project progresses.

- **Exhibits**

Approximately 15% of the site's 35,000 objects are on display in the exhibit rooms. The remaining 29,750 objects and 700,000 documents are in study collections and the archives. For special programs and tours, artifacts are often removed from storage and placed in the exhibit rooms as space allows. The current Visitor Center serves several purposes – fee collection, Eastern National bookstore, and visitor center. It does not provide adequate exhibition space or text panels. Wall-mounted exhibit panels focusing on the contributions of Henry W. Longfellow were installed in the early 1990s, but most of these were removed in advance of the park's Line Item Construction program (1999-2002).

Reconfiguration of the Visitor Center to accommodate a wheelchair lift and system upgrades left little room for exhibits, and what little remains of the original text exhibits confuses the visitor. Initially it was thought that the Carriage House could serve as an exhibit space, but two years of use since its renovation have confirmed that the best use of the carriage house is for meetings and education programs. The demand in those areas is great. Additionally, the meeting space is small, and any exhibits installed in that space would require additional staffing to safeguard and interpret. The Carriage House is also used for special events and readings.

- **Publications**

A site unigrid brochure is scheduled for completion in Summer 2005. In the interim a rack card containing basic site information is available at the front gate and in the Visitor Center. Event-specific postcards/flyers and the Summer Festival poster/mailer are developed to advertise site events and activities. The Friends of the Longfellow House, in cooperation with the National Park Service,

publishes an eight-to-twelve page, twice-yearly bulletin, which is distributed to members, included in media packets and available upon request to interested persons.

- **Curriculum-based Education Programs**

Two education specialists, whose time is divided among the 3 sites in the administrative unit, develop curriculum-based programs. A house tour, *Within These Walls*, is available free for student groups, Grades 3-6, as is a curriculum-based walking tour, *All Are Architects of Fate: A Walking Tour for Students*, Grades 7-12. The site has received NPS Parks As Classrooms funding to develop Historic House Explorers, a curriculum-based program that will engage 8th grade students in an interdisciplinary investigation using the site's cultural and natural resources.

- **Special Events and Programming**

The Longfellow Summer Festival, begun in the 1970s, offers a series of free outdoor concerts and poetry readings on Sunday afternoons during July and August and brings acclaimed poets and talented musicians to perform at the site. Longfellow NHS participates yearly in the Historic Cambridge Discovery Day on July 4th weekend as a member of the Historic Cambridge Collaborative. The annual Longfellow birthday celebration is held at Mt. Auburn Cemetery and co-sponsored with Friends of Mt. Auburn Cemetery. Family Day takes place each September with free house tours, talks, musical performances, poetry readings, painting and drawing, poetry writing, and 19th century children's games.

- **Interpretive Programming**

All tours are thematically based and include specific goals and objectives. They follow NPS interpretive program development guidelines. (See appendix for list of tours). Special themed tours are presented for groups with specific interests, such as, museum professionals, scholars, literary and book clubs.

- **Volunteers-in-Parks Program**

In 2004 sixty-one volunteers provided a total of 3,075 hours toward site programs and activities. Forty-one volunteers provided a total of 2,029 hours for site programs in 2003. Opportunities for volunteers included the NPS/Harvard University archeology course (co-operative agreement), the summer festival, internships (curatorial, archives, and education), family day, book publication parties and signings, the Saturday afternoon painting and drawing program, Friends of the Longfellow House special programs/lectures and related activities. The cooperative agreement between Longfellow NHS and Harvard University gave students the opportunity to earn college credit through a course taught by NPS archeologists and to conduct archeological excavations at the site.

III. THE PLANNING PROCESS

IIIa. Organization and Facilitation

Before the first planning foundation workshop in June, 1999, Longfellow staff completed the following:

- revised and clarified the mission statement
- compiled a database of plans, inventories, reports and other materials that would be helpful in the CIP process
- produced a timeline and scope of work for the project
- hired an interpretive specialist to facilitate the workshops
- identified goals for each workshop
- identified key participants for each workshop
- assembled models of other NPS CIP's for review and decided on a format for the Longfellow CIP
- arranged informal, individual meetings with the interpretive planner to discuss concerns, visions, areas of expertise, and the outline of the planning process and each person's role in that process

IIIb. Objectives and Outcomes of Planning Meetings

Five workshops and one two-day charrette were held from June 1999 through August 2000. Six broad thematic areas linked to the site's resources were initially identified and consolidated in subsequent meetings to three major thematic areas.

Participants in the two-day planning charrette identified available resources (room and grounds settings, artifacts, archival materials, interpretive methods, people, organizations and special events) for telling the stories embodied in the three general thematic areas. Consensus was reached on the statement: **Visitors will be able to:**

- *Understand how poetry has been and continues to be used as a vehicle for expressing views on social issues, focusing on connections between Longfellow's role in the mid-nineteenth century literary tradition and the role of poets and poetry today*
- *Experience the power of place (through tangible, authentic things that convey stories about the house and associated people over time, 1759-present)*
- *Feel an intellectual and emotional connection with the values, ideals and perspectives conveyed through the stories of this house, its occupants, and their place within a broad social and cultural context*

The April 2000 planning workshop yielded content-oriented objectives for each of the three primary themes, a rank-ordered list of desired visitor experiences, and visitor experience goals defined with outputs (interpretive services: *what, where, how*) and outcomes (what visitors take away: *ideas, reflections, feelings, actions*).

Participants at the July and August 2000 action-planning workshops identified a final total of four Desired Future Visitor Experiences with Goals and Actions statements for those visitor experiences. The final workshop, August 22, 2000, resulted in an implementation plan for the action items with personnel responsible, a timetable for completion, and potential funding sources.

IV. COMPONENTS OF THE INTERPRETIVE PLAN

Official NPS strategies for interpretation and education have guided the planning process and development of the Comprehensive Interpretive Plan. The site is committed to achieving the goals of these national and regional strategies. These strategies are:

- Revised NPS Thematic Framework (1994) which provides a conceptual tool, consisting of eight thematic, cross-disciplinary categories for evaluating the significance of cultural resources, for assessing how well themes are currently represented in NPS units, and for expanding and enhancing interpretive programs in order to provide a fuller understanding of the nation's past.
- NPS "Untold Stories" initiative which challenges parks to provide diverse perspectives and multiple points of view in the interpretation of NPS sites and themes.
- NPS Northeast Region's "The Road Ahead: A Strategy to Achieve Excellence in Interpretation and Education in the National Park Service" (1997), an amplification of the national "Untold Stories" initiative, which offers purpose and mission statements, and incorporates the regional director's tenets of effective interpretive programs.

IVa. Primary Themes and Interpretive Objectives

Interpretive themes are key ideas or concepts through which the site's nationally significant meanings and resource values are conveyed to the public (NPS Guideline, "Interpretation and Visitor Services, NPS-6, Chapter III"). They are essential for visitor understanding of the site's significance and foster a sense of stewardship for the resource. Themes provide the foundation for all interpretive programs/media and guide interpretive program development. They may be divided into primary and secondary themes.

Theme 1: From the pre-Revolutionary war period through the mid-twentieth century, the Vassall-Craigie-Longfellow House was continuously occupied and served as an important gathering place for people of the world who contributed to the formation of our nation, its culture and literature, and our national identity.

1a. General George Washington, commander of the Continental Army, was headquartered in this house during the Siege of Boston where he held important strategy sessions and made difficult military and political decisions affecting Colonial independence from Britain and the formation of a new nation.

1b. The Longfellow family and successive generations hosted numerous gatherings of artists, writers, educators, and social reformers from throughout the world, and participated in activities that contributed to the development of cultural and social movements and institutions in New England and beyond.

1c. Domestic life in the house is a chronicle of changing roles, perceptions, and interactions of men, women, children, servants, and enslaved people, which offers a

view of American history through family relations and occupations in public and private spheres.

Interpretive Objectives – Theme 1:

After visiting the site, visitors will be able to:

- Distinguish between the separate periods of occupancy
- Explain why George Washington selected the house as his headquarters
- Explain the physical differences between the house and grounds today and during Washington’s period of occupancy
- List two military or political decisions made here during the Revolution that informed colonial independence
- Explain the associations of Native Americans and African Americans with the house in the 18th and 19th centuries
- Describe a day in the life of the Longfellow family
- List the key social movements in which the Longfellow family participated
- Describe how domestic servants and enslaved people played a significant role in the support and maintenance of the site
- Describe a typical gathering of the Longfellow family
- Describe how the conversations at house gatherings reached the larger world
- Describe how daily life functioned and how that changed over time

Theme 2: Henry Wadsworth Longfellow played a defining role in shaping and cultivating an American literary and artistic tradition inspired by his environs and based on the country’s unique historical characters and landscape, and informed by his understanding of the values and beliefs of cultures throughout the world.

2a. Henry Wadsworth Longfellow promulgated and encouraged creativity and artistic expression through his poetry and his support of other writers and artists, during a period of significant cultural growth and economic expansion.

2b. Henry Wadsworth Longfellow wove historical themes and contemporary issues into poetic tales that popularized and profoundly shaped the nation’s understanding of its past and its present.

2c. Henry Wadsworth Longfellow, poet, translator, and teacher of modern languages, used language as a window into other cultures, and his legacy inspires an understanding of language as a vehicle for gaining insight into the thoughts, feelings, and perceptions of people worldwide.

Interpretive Objectives – Theme 2

After visiting the site, visitors will be able to:

- Distinguish between historical myths and the reality of Longfellow’s poetry
- Describe how Longfellow’s poetry shaped our culture and language by creating a national literature
- Recognize usages in current language which draw from Longfellow’s poetry (i.e., “ships that pass in the night”)

- Describe ways in which Longfellow encouraged artistic expression and supported the arts
- Understand key experiences and sources of inspiration that influenced Longfellow's life and work
- Understand the historical context into which Longfellow was born and lived
- Recognize how Longfellow's scholarship and knowledge of other cultures affected his writing
- Identify who was reading Longfellow's poetry and the role it played in their lives
- Understand the significance of letter writing and journal keeping in Longfellow's life

Theme 3: Building on the Washington occupancy, the persons associated with this site have revered the house and consciously collected, preserved, and interpreted evidence of past occupants and activities, making the house a visual chronicle of the nation's development and evolution.

3a. The house is a prime example of mid-Georgian architecture, which has been widely replicated in popular images and homes across the country.

3b. Successive generations of Longfellows preserved the house, its contents and associated grounds, and opened the property to the public, creating a cultural icon that represented the country's political and cultural past and cultivated a public sensibility about history, preservation, and civic responsibility.

3c. Ongoing preservation of the house, grounds and archival and museum collections is a reflection of how the past is interpreted and valued.

Interpretive Objectives – Theme 3

After visiting the site, visitors will be able to:

- Understand why the Longfellow family memorialized and preserved the house and grounds
- Understand why the house was, and continues to be, replicated
- List examples of archives and collections that support interpretation of the site
- Understand the family's role in preservation of this site and other sites
- Understand how the house and its collections provide visual evidence of the evolution of the nation

IVb. Desired Future Visitor Experiences

Desired Future 1: Visitors have the opportunity to be exposed to carefully researched and well documented information.

Desired Future 2: Visitors are given a variety of choices that reflect multiple perspectives to increase their knowledge with the opportunity to explore Park resources and themes.

Desired Future 3: Visitors have an opportunity to understand that Longfellow NHS is part of the National Park Service.

Desired Future 4: Visitors have the opportunity to appreciate and understand the significance of the site and its history by experiencing the real spaces, furnishings, written words, and images of those associated with the site.

V. IMPLEMENTATION – Goals and Actions

The following section enumerates goals and desired actions related to the major themes and desired future visitor experiences. This section is a guide for implementation and evaluation.

Implementation priorities are listed in the above Futures Tables under the highlighted column, Priority Area. These priorities are further categorized under:

- Outreach and Pre-Arrival
- Orientation and Access
- On-Site Exploration
- Education and Life-long Learning
- Departure and Post-Visit

The reason for this categorization is to demonstrate the connections of each action to a specific aspect of the visitor experience.

Goal: Future 1a All personal and non-personal services including programs, publications and exhibits will be based on careful research and well documented information.

Action (what)	Priority Area	Lead (who)	Start/End (when)	Funding (how)
1a.1 Create a database of quotes that will identify sources and serve as a theme-based finding aid. Make available on the web.	Education & Life-Long Learning	Interpretation	FY01 > FY05	ONPS
1a.2 Create a bibliography for research, including guidelines for research and staff training.	Education & Life-Long Learning	Museum	FY01 > FY01	ONPS
1a.3 Further develop resource library.	Education & Life-Long Learning	Museum	FY01 > ongoing	ONPS
1a.4 Make available archives research time for staff; include research as a component of any staff job description.	Education & Life-Long Learning	Management	FY01 > ongoing	ONPS
1a.5 Involve interpretation and education staff in development of resource studies.	Education & Life-Long Learning	Museum	FY01 > ongoing	ONPS
1a.6 Create a SOP that defines a well-documented program, exhibit, etc.; ensure that research findings are traceable, trackable, and retrievable.	On-Site Exploration	Management	FY01 > FY04	ONPS
1a.7 Integrate current scholarship into research.	Education & Life-Long Learning	Interpretation	FY01 > ongoing	ONPS
1a.8 Maintain an ongoing relationship with outside scholars and archives.	Outreach & Pre-Arrival	Museum	FY01 > ongoing	ONPS
1a.9 Initiate partnership and/or advisory group of scholars.	Outreach & Pre-Arrival	Management	FY01 > FY03	ONPS
1a.10 Develop subject area focus groups.	Education & Life-Long Learning	Interpretation	FY01 > FY05	ONPS
1a.11 Develop and support an ongoing internship program to support research.	Education & Life-Long Learning	Management	FY03 > FY03	VIP / Friends
1a.12 Actively market the site as a research center.	Outreach & Pre-Arrival	Interpretation	FY03 > FY04	ONPS
1a.13 Review existing resource materials for accuracy; establish strategy for analyzing out-of-date information in programs and publications.	Education & Life-Long Learning	Management	FY02 > FY04	ONPS

Goal: Future 1b Visitors and employees will be made aware of documentation used to support programs, services, materials, etc.

Action (what)	Priority Area	Lead (who)	Start/End (when)	Funding (how)
1b.1 List available resource studies on the web.	Education & Life-long Learning	Interpretation	FY01 > FY05	ONPS
1b.2 Improve room guides and make available for viewing.	On-Site Exploration	Interpretation	FY01 > FY03 <i>Completed</i>	ONPS / Friends
1b.3 Build a “to learn more” aspect into personal and non-personal programs and materials, which would include collections, archives, bookstore, related sites.	Education & Life-long Learning	Interpretation	FY02 > FY02	Eastern / Friends
1b.4 Develop Eastern National inventory to reflect current scholarship; update Scope of Sales.	Education & Life-long Learning	Interpretation	FY01 > ongoing	Eastern / ONPS
1b.5 State historic link in each public program, such as the summer festival.	Orientation & Access	Interpretation	FY01 > ongoing	ONPS
1b.6 Require staff in all disciplines to take introductory training course in interpretive methods and collections sensitivity; ensure that informed interaction with the public is part of everyone’s job.	On-Site Exploration	Management	FY01 > FY03	ONPS
1b.7 Make available baseline information on the site to employees, volunteers, Eastern National staff, and Friends group.	On-Site Exploration	Management	FY01 > ongoing	ONPS

Goal: Future 2a Longfellow National Historic Site will research current and desired visitor groups, including diverse groups, to understand their needs and interests.

Action (what)	Priority Area	Lead (who)	Start/End (when)	Funding (how)
2a.1 Research current visitation to identify who is and is not visiting the site and why (exit surveys, focus groups, etc.)	Departure and Post-Visit	Interpretation	FY01 > FY05	ONPS
2a.2 Develop strategic plan for targeting new audiences; develop an informed market strategy that links to what the public already knows about HWL and other occupants of the site.	Outreach & Pre-Arrival	Management	FY02 > FY04	ONPS/ Region/ Fee
2a.3 Track sales of new site publications (i.e. <u>Library of America</u> book).	Department & Post-Visit	Interpretation	FY01 > FY02	ONPS
2a.4 Maintain membership/link to tourism offices and CVB's.	Outreach & Pre-Arrival	Management	FY01 > ongoing	ONPS
2a.5. Integrate evaluative methods into interpretive programs.	Education & Life-long Learning	Interpretation	FY01 > ongoing	ONPS

Goal: Future 2b Longfellow National Historic Site will identify and research other theme-related sites and resources beyond site program offerings.

Action (what)	Priority Area	Lead (who)	Start/End (when)	Funding (how)
2b.1 Cultivate relationship with theme-related sites and resources and collaborate on programming.	Education & Life-long Learning	Management	FY01 > FY01	Regional Initiative \$
2b.2 Schedule employee exchanges to other sites.	Outreach & Pre-Arrival	Management	FY01 > ongoing	ONPS
2b.3 Integrate site story into Granite area parks theme brochure.	Outreach & Pre-Arrival	Interpretation	FY02 > FY02	Granite area parks
2b.4 Create web links to other sites and organizations and establish criteria for links.	Outreach & Pre-Arrival	Interpretation	FY01 > FY03	ONPS
2b.5 Distribute finding aids to other libraries.	Outreach & Pre-Arrival	Museum	FY00 > ongoing	ONPS
2b.6 Create and implement a system for distributing information on current programs.	Outreach & Pre-Arrival	Interpretation	FY01 > FY02	ONPS

Goal: Future 2c Longfellow National Historic Site will facilitate visitor access to the site. This will include physical access, as well as social and intellectual access. Approaches will be age-appropriate, and will incorporate outreach, multi-lingual and inter-generational activities, and web-based and self-guided materials, in addition to theme-focused tours and curriculum-based programming.

Action (what)	Priority Area	Lead (who)	Start/End (when)	Funding (how)
2c.1 Develop and implement a sign plan.	Orientation & Access	Management	FY01 > FY05	ONPS
2c.2 Develop materials and information on site in multiple languages.	Orientation & Access	Interpretation	FY03 > FY05	EN
2c.3 Create directional map on unigrid and web site to assist the visitor with trip planning.	Outreach & Pre-Arrival	Interpretation	FY01 > FY05	ONPS/ 20% fee
2c.4 Develop curriculum-based educational materials for all levels.	Education & Life-long Learning	Education	FY01 > FY05	PAC
2c.5 Write learning objectives for different themes	On-Site Exploration	Interpretation	FY01 > FY01	Endowment/O NPS
2c.6 Remove physical barriers	Orientation & Access	Management	FY00 > FY04	Line Item Const.
2c.7 Create a video or photo book of second floor exhibit rooms.	Orientation & Access	Interpretation	FY02 > FY04	EN/Com-bined call
2c.8 Establish flexible site hours of operation.	Orientation & Access	Management	FY02 > FY02	ONPS
2c.9 Improve physical and intellectual access to research facility.	Orientation & Access	Management	FY01 > FY03	Line Item/MCPP

Goal: Future 3a Longfellow National Historic Site will ensure that promotional materials publications, non-personal and personal services prominently identify the site as part of the National Park System.

Action (what)	Priority Area	Lead (who)	Start/End (when)	Funding (how)
3a.1 Put arrowhead on all publications.	Outreach & Pre-Arrival	Management	FY01 > ongoing	ONPS
3a.2 Mount NPS map in VC/restroom.	Orientation & Access	Interpretation	FY01 > FY01	ONPS/EN
3a.3 Examine uniform policy for entire site.	Orientation & Access	Management	FY02 > FY08	ONPS
3a.4 Create fact sheets that identify and explain site affiliation with the NPS and include in every public program.	Orientation & Access	Management	FY01 > FY01	ONPS
3a.5 Maintain a site presence in Harvard Square	Outreach & Pre-Arrival	Interpretation	FY01 > ongoing	ONPS
3a.6 Provide opportunities for employees to be exposed to the larger NPS community.	Orientation & Access	Management	FY01 > ongoing	ONPS
3a.7 Include NPS mission in educational, curriculum-based programs and materials.	Education & Life-long Learning	Education	FY01 > ongoing	PAC

Goal: Future 4a Visitors will better know Henry Wadsworth Longfellow and better appreciate his work.

Action (what)	Priority Area	Lead (who)	Start/End (when)	Funding (how)
4a.1 Include a timeline in exhibit of HWL highlights of life and work.	Orientation & Access	Management	FY01 > FY04	20%fee/EN
4a.2 Provide guided tours of house, grounds and neighborhood.	On-Site Exploration	Interpretation	FY00 > ongoing	ONPS
4a.3 Continue poetry readings of HWL poetry and contemporary poets.	On-Site Exploration	Interpretation	FY00 > ongoing	ONPS
4a.4 Include HWL biography on web site.	Outreach & Pre-Arrival	Interpretation	FY01 > FY04	ONPS
4a.5 Maintain an active loan program of museum collections for outside exhibits.	Outreach & Pre-Arrival	Museum	FY00 > ongoing	ONPS
4a.6 Continue annual Birthday Celebration at Mt. Auburn Cemetery.	Outreach & Pre-Arrival	Interpretation	FY00 > ongoing	ONPS
4a.7 Plan specific events/exhibits for HWL 200 th birthday in 2007.	Education & Life-Long Learning	Management	FY01 > FY07	

Goal: Future 4b Visitors will better understand the significance of the house during the Colonial and Revolutionary era with an emphasis on George Washington's occupancy.

Action (what)	Priority Area	Lead (who)	Start/End (when)	Funding (how)
4b.1 Conduct research that will identify primary sources associated with the Washington occupancy; research important visitors to the house and decisions made during Washington period.	On-Site Exploration	Management	FY02 > FY04	Scholar in Residence/ Bay State Hist. League/ONPS
4b.2 Include a visual representation of the house as it appeared in 1775-76 in exhibits and interpretive material.	Orientation & Access	Management	FY01 > FY02	20%fee/ EN
4b.3 Work in collaboration with other sites to develop and implement curriculum-based education programs or materials focusing on George Washington's headquarters.	Education & Life-long Learning	Education	FY03 > FY05	PAC
4b.4 Participate in annual George Washington commemorative events.	Outreach & Pre-Arrival	Interpretation	FY00 > ongoing	Friends/partners

Goal: Future 4c Visitors will understand the role of preservation and memorialization efforts associated with the site.

Action (what)	Priority Area	Lead (who)	Start/End (when)	Funding (how)
4c.1 Provide special tours that explore the distinction between memorialization and preservation movements in the house and grounds.	On-Site Exploration	Interpretation	FY02 > FY03	ONPS
4c.2 . Include a timeline of the house/landscape biography in exhibits.	Orientation & Access	Management	FY01 > FY04	20%fee/ EN

VI. CURRENT SUPPORT FOR THE INTERPRETIVE PROGRAM (2004)

While this plan has been in draft form since 2000, the site has utilized it as a working document to guide interpretive programming development and associated activities. In January 2004 the National Park Conservation Association (NPCA) conducted a State of the Parks Cultural Resource Assessment for Longfellow, including a session on resource interpretation and education. This NPCA assessment created the opportunity for staff to examine the current status of the park and its programs. The following provides an overall update:

Research

- Requested Historic Resource Study (PMIS) to focus on the house as George Washington's home and headquarters, 1775-76
- Identified further research needs to study Loyalist and slave history, Japanism, intellectual and artistic history, and other thematic topics
- Continuing sponsorship by Friends of the Longfellow House of two annual research fellowships to enhance understanding and interpretation of the resources and site history
- Ongoing research conducted for twice-yearly, theme-based bulletin published by Friends and LNHS
- Ongoing research by individual rangers and interns to develop theme-based house and special interest tours and to fulfill internship requirements
- Ongoing development of reference material for research, including site library, biographic and subject files
- Publication in Japanese of *Charles Appleton Longfellow: Twenty Months in Japan, 1871-1873* with 200 more photographs from LNHS archives to supplement original United States printing containing 50 photographs, an increase in book size from 200 to 400 pages.
- Publication of *Longfellow's Tattoos: Tourism, Collecting, and Japan* (2004) by Christine M.E. Guth, a study of the ideology of tourism and the place of Japan

with 19th-century world travel as seen through the journals, correspondence and collections of Charles Longfellow, the son of Henry W. Longfellow.

- Publication of *Longfellow: A Rediscovered Life* (2004) by Charles C. Calhoun, the first biography of the poet in more than 40 years.

Collections and Archives

- Ongoing cataloging of archives and collections with completion scheduled within three years
- Completed Historic Furnishing Report, Vol. II, which guides reinstallation of the historic exhibit rooms and informs current interpretation
- Ongoing conservation of museum collections resulting in significant effect on presentation of historically correct interiors for interpretation purposes
- Completed revision of room guides for all exhibit rooms to provide essential information for both curatorial use and interpretation of material culture for visitors and staff
- Completed new finding aids to facilitate access to archives

Interpretive Programming

- Instituted book publication parties to acknowledge new authors and current scholarship and to attract new audiences
- Ongoing development of special themed tours researched and presented by park rangers with targeted themes for new audiences (See appendix).
- Completed rehabilitation of carriage house for lectures, poetry readings, and other public gatherings
- Developed and presented ranger-led off-site neighborhood walking tours
- Ongoing development and presentation of off-site dramatic performances
- Ongoing weekly summer Drawing and Painting in the Garden program
- Instituted annual cultural day to focus on specific countries as part of Summer Festival
- Offered bi-lingual house tours (Italian, Russian, Japanese, Spanish) given by volunteers and staff

Education Programming

- Developed house tour, *Within These Walls*, for student groups, Grades 3-6
- Developed curriculum-based walking tour, *All Are Architects of Fate: A Walking Tour for Students*, Grades 7-12
- Developed Junior Ranger Program, 2 separate versions, for children ages 9-12 and ages 5- 8
- In development, Historic House Explorers, a curriculum-based program to engage 8th grade students in interdisciplinary investigation using the site's cultural and natural resources, funded through NPS Parks As Classrooms

Staffing

- Current permanent interpretive staffing includes one GS-11 supervisory park ranger and one GS-05 park guide with one GS-05 park guide vacancy
- Current seasonal interpretive staff includes one GS-05 park ranger, reduced from three positions in 2003
- Current education and interpretive programming enhanced by utilizing volunteers and interns (college and high school)
- Identified and formalized request for needed interpretive positions to include two GS-05-07-09 park rangers for interpretation, two GS-05 seasonal park rangers, one GS-04 seasonal visitor use assistant
- Current OFS request includes two GS-05 park guide positions to be upgraded to permanent GS-05-07-09 ranger career positions and addition of one permanent administrative support staff position for overall site operations

Grounds, Gardens and Landscape

- Rehabilitation of grounds and gardens to be consistent with house interior treatment; scheduled completion in FY 2006-07
- Completed Cultural Landscape Report, Vols. II & III (drafts)
- Completed intensive archeological testing which informed understanding of pre-1759 site history, including Native American occupation.
- Instituted cooperative agreement with Harvard University for college-credit course in archeological methods, on-site field work, and archeological research

Communications & Media

- Developed and mounted expanded website
- Unigrid brochure scheduled for completion in fall 2005

Bookstore Sales

- Developed strategic plan to increase sales with book signing parties and themed tours, yielding substantially increased income of 43% in 2003
- Increased George Washington-related sales items to highlight Washington headquarters association and increase visitor awareness
- Marketed Longfellow Poetry CD with original music; all proceeds going to Friends of the Longfellow House and interpretive programs
- Reprinted HWL Dana's *Guide to the Longfellow House*

Partnerships

- **Eastern National**, cooperative agreement for bookstore.
- **New England Poetry Club** (informal), bringing internationally acclaimed poets to read at Longfellow NHS Summer Festival for over 25 years
- **Longy School of Music** (informal), Cambridge-based music conservatory whose talented faculty and student musicians perform at the summer festival
- **Friends of the Longfellow House** (memorandum of agreement), organized in 1996, a diverse group of persons dedicated to making the public aware of the richness and diversity of Longfellow House while building support for its programs. Promoting scholarly access to collections through several yearly

fellowships, sponsoring publications which illuminate site history, interpretive and educational visitor programs, and serving as advocates for preservation/conservation of grounds, buildings, and collections.

- **Cambridge Arts Council** (informal), initiated relationship in 2003 with community concert on Longfellow grounds whose goal was to attract local residents and intergenerational audiences
- **Friends of Mt. Auburn Cemetery** (informal), a long-standing relationship with Mt. Auburn Cemetery (burial site of the Longfellow family) with jointly-sponsored annual Longfellow birthday presentation and seasonal outdoor tours
- **Historic Cambridge Collaborative** (informal), established in 1998 with impetus from Longfellow NHS, a group of nonprofit historical and educational Cambridge institutions whose mission is developing educational programs that promote an appreciation of Cambridge history
- **American Theatre for Living History** (informal), a group of professional actors who portray famous Americans in dramatic first-person presentations. In 2004, presented four programs featuring major 19th century literary greats
- **Literary Trail of Greater Boston** (informal), a central source of information about literary sites and programs in Boston/Cambridge, whose literary trail tour includes a stop at Longfellow NHS with ranger commentary and a visit to Longfellow's study
- **Teachers as Scholars** (informal), a professional-development program in its 8th year, offering K-12 teachers content-based, two- or three-day seminars led by university faculty in the humanities, arts, sciences, and interdisciplinary areas. Longfellow NHS collaborates for the first time in 2004 in a two-day seminar on Henry W. Longfellow with future potential to explore the site's multi-dimensional history with program on George Washington.
- **Harvard University Anthropology Department** (memorandum of agreement), a working relationship with Harvard by which NPS archeologists teach an on-site credited course and direct fieldwork and excavations at the site.
- **Longfellow Institute** (informal), a Harvard University-based scholarly society dedicated to the study of indigenous languages who meet in the Longfellow Carriage House periodically.

VII. APPENDICES

- A. CIP Planning Team
- B. Summary of Museum Collections
- C. Cultural Resources Bibliography (CRBIB)
- D. NPS GPRA Goals Related to Interpretation
- E. National Register Statement of Significance
- F. Thematic Tours and Special Programming
- G. Accessibility
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Paul Blandford	Historical Interpreter, Longfellow National Historic Site
Marty Blatt	Historian, Boston National Historical Park
Lawrence Buell	Professor, Department of English, Harvard University
Peggy Clarke	Museum Technician, Longfellow National Historic Site
Charles Coe	Literature & Music Program Coordinator/Poet, Massachusetts Cultural Council
Haija Curtis	Administrative Technician, Longfellow, Olmsted & Kennedy National Historic Sites
Lee Farrow Cook	Site Manager, Olmsted National Historic Site
Tom Denenberg	Curator, Department of American Decorative Arts, Wadsworth Athenaeum, Hartford, Connecticut
Kelly Fellner	Interpretive Program Manager, Longfellow National Historic Site
Jayne Gordon	Interpretive Specialist, Facilitator
Myra Harrison	Superintendent, Longfellow, Olmsted & Kennedy National Historic Sites
Janice Hodson	Supervisory Museum Curator, Longfellow National Historic Site
Nancy Jones	Historical Interpreter, Longfellow National Historic Site
Barbara Levy	Interpretive Specialist, Consultant
Betsy Lind	Regional Manager, Eastern National
Lauren Malcolm	Independent Researcher in Asian Studies
Lauren Meier	Historical Landscape Architect, Olmsted Center for Landscape Preservation
Nadine Nelson	Beaver Country Day School
Jude Pfister	Museum Specialist, Longfellow National Historic Site
Steve Pratt	Craigie Family Historian
C. Sue Rigney	Management Assistant, Longfellow, Olmsted & Kennedy National Historic Sites
Jim Shea	Site Manager, Longfellow National Historic Site
Lynn Spencer	Board Member, Friends of the Longfellow House
John Stauffer	Assistant Professor, Department of English, Harvard University
Liza Stearns	Education Specialist, Longfellow, Olmsted & Kennedy National Historic Sites
Jayne Triber	Historian
Tom Woodward	Program Analyst, Olmsted Center for Landscape Preservation

The artifacts and manuscript collections of Longfellow National Historic Site reflect the accumulation of generations of inhabitants, their varied intellectual pursuits, and their desire to preserve and memorialize the past. Museum collections complement each other, giving the collections depth and exceptional research value. They reveal the major themes of the site: Colonial and Revolutionary War history, literary history, arts patronage and education, and historic preservation.

• Fine Arts Collections

The fine arts collection showcases the tastes and interests of Henry Wadsworth Longfellow (1807-1882), his wife, Frances Appleton (1817-1861), and their children. Major fine arts collections include the sculpture collection of Longfellow's close friend, Charles Sumner, and the art collection of Fanny Longfellow's brother, Thomas Gold Appleton. Artists represented include: John Kensett, Eastman Johnson, William Morris Hunt, George Healy, Thomas Crawford, John Gadsby Chapman, Benjamin Champney, and Winkworth Allen Gay. Also included are works by earlier American masters, such as Washington Allston, Gilbert Stuart, and Mather Brown. Of particular note for their fine quality are thirteen crayon portraits by Eastman Johnson, commissioned by Henry Wadsworth Longfellow of his family and friends in 1846.

In addition to the American artists, well-known nineteenth-century English, German, and Italian born artists are represented in the collection, including Albert Bierstadt, Jean Baptiste Camille Corot, Myles Birket Foster, Eugene and Jean Baptiste Isabey, Samuel Prout, Friedrich Overbeck, Pierre Jules Mene, Lorenzo Bartolini, and Jacques Louis David (att. to). A 1664 church interior by Dutch painter Daniel de Blicke is included in the collection, as well. Most of the collection is personal in nature – gifts from artists the family met or knew, or purchases made during their travels.

• Historic Furnishings and Decorative Arts

The historic furnishings and decorative arts in the museum collections date from the late eighteenth to early twentieth centuries. Henry and Fanny Longfellow acquired the majority of furnishings in the house. Like many early collectors, the Longfellow acquired antiques not for aesthetic or investment purposes, but rather for historical reasons. The Longfellows' collection of colonial pieces and Washingtonia reveals their reverence for the past. For them, having old-fashioned furnishings in the house stimulated their awareness of America's past. This interest in antiques is just one aspect of a spirit of nationalism in the country, the same nationalism that prompted writers such as Longfellow in the ante-bellum decades to plead for the creation of an independent literature.

Joining their love of American history, the Longfellows also took delight in the international literary and artistic traditions. The furnishings and decorative arts in the house reflect the family's international taste, including collections of nineteenth-century Asian ceramics and furniture, and eighteenth-century pieces from Germany, Holland, and France. The house retains most of its elegant light fixtures and wallpapers dating from Henry and Fanny Longfellow's early years of residency, in the 1840s. In fact, the mid-eighteenth-century Chinese wallpaper is still in place under the 1844 parlor wallpaper – a wallpaper which could well have been in place during Washington's occupancy. The collection also contains over a thousand textile fragments, which provide a chronology of costume and interior decorating styles, from the 1840s until the 1950s. Other noted textiles include Henry and Fanny Longfellow's clothing and Charles Longfellow's Civil War uniform.

• Asian Collections

The Japanese and Chinese collections at Longfellow National Historic Site reflect generations of interest in Asian art, culture, and literature. The Longfellows' Asian collections are significant because of their provenance and context, and provide insights into the importance of international

art to one nineteenth-century family. Many of the Chinese ceramics in the house are import ware, collected by Henry and Fanny Longfellow in the 1840s-1850s.

Charles Longfellow (1844-1893), Henry and Frances Appleton Longfellow's oldest son, collected a wide range of ceramics, textiles, paintings, and bronzes during his twenty-month sojourn in Japan, from June 1871 until March 1873, shipping over twenty crates of furnishings and decorative arts home to his family in Cambridge. A year after his return, Charles and his cousin Alexander Wadsworth Longfellow Jr. decorated his sitting room in the Longfellow House with many of his finds, covering the ceiling with Japanese fans, and displaying prints and furniture in the room. The Longfellow House's Japanese collections reflect transformations in both Japanese and American culture. After the Meiji Restoration in 1868, Japanese culture became increasingly westernized. In turn, late nineteenth-century Americans' lives were transformed by the increased availability of Japanese imports, travel, and participation with Asian economies. A "Japan craze" spread through Boston and beyond in the 1870s-1890s.

In addition, the site holds a rich collection of high-style kimono, obi, and other Japanese textiles, including custom-designed costumes for Charles Longfellow to wear. The site holds over 350 photographs of Meiji-era Japan, including rare photographs of the Ainu people.

- **Library, 14,000 volumes**

The collection includes Longfellow's international academic interests, as well as family books. Of note are the books in over a dozen languages, including Finnish, Danish, German, Latin, Greek, Spanish, French, and Russian. Significant volumes include numerous folios printed by Giambattista Bodoni, illustrated atlases of China, Africa, and Asia from the 1670s, Gustave Dore's illustrated works of Dante, and a 1496 Venetian edition of Plutarch. The book collection includes Fanny Longfellow's and her children's books, and 50 volumes from Washington Allston's library.

- **Archives and Manuscript Collections:** contains over 360 linear feet of papers, c. 1650 – 1972 (approx. 765,191 items).

One of the strengths of Longfellow National Historic Site, the extensive archives and manuscript collection provides a rare opportunity to view eighteenth, nineteenth and early twentieth century American history through the eyes of multiple generations of the Longfellow, Appleton and Dana families. Various family members were actively involved in or were firsthand witnesses to the Revolutionary, Barbary and Civil Wars; nineteenth century American art, theater and literary culture, and politics; world travel; and social movements such as abolition, women's education, historic preservation and socialism. In addition, the collection illuminates the daily lives of the house's occupants with great immediacy; outlines the history and use of objects (now in the museum collections) acquired by the Longfellows; and documents changes to the structures and grounds.

Highlights of the collection include:

- letters written by Henry Wadsworth, while on duty aboard the *USS Constitution*, 1803-1804; his journal written aboard the *USS Chesapeake*
- Revolutionary War materials/letters written by George Washington
- Charles Longfellow's journals from his trips to Japan and China, 1871-1874
- Fanny Longfellow's journals with her reflections on raising and educating her children; her children's drawings, their home-made newsletters, and "literary journals" with their own short stories, 1840s-1850s.

Cataloged and processed:

- Frances Elizabeth Appleton Longfellow Papers, 1825-1961** 4 linear feet
The papers of Henry Wadsworth Longfellow's wife: a skilled artist, art collector, and insightful commentator on nineteenth-century Boston literary culture. Fanny Longfellow's papers include her sketchbooks, made as a teen-ager on trips across the United States and Europe, her dairies detailing her educational philosophy when raising her children, and letters documenting her interaction with intellectuals of the day, including Julia Ward Howe and Charles Sumner.
- Alice Mary Longfellow Papers, 1850-1965** 15.5 linear feet
The eldest daughter of Henry Wadsworth Longfellow, Alice's papers reveal her interest in preservation and education. Correspondence documents her support of women's education and Native American and African-American students, including work with Radcliffe College and the Tuskegee and Hampton Institutes. In addition, Alice served on the Board of Directors of the Society for the Preservation of New England Antiquities and the Mount Vernon Ladies Association. Also included are her numerous articles, logbooks of travels abroad, photographs, and personal correspondence documenting her work to preserve her family's home as a museum
- Henry Wadsworth Longfellow Dana Papers, 1744-1971** 100 linear feet
The papers of Henry Wadsworth Longfellow Dana (1881-1950), grandson of both H.W. Longfellow and Richard Henry Dana, Jr., reflect the diversity of his personal interests and prolific literary output. Harry Dana acted at the Longfellow House's first curator, and did extensive research and writing about Revolutionary-era Cambridge, Longfellow's life and works and the history of the Dana and Longfellow families. Dana believed strongly in workers' education and helped found the Boston Trade Union College, as well as lecturing at other workers' schools. A socialist and pacifist, Harry traveled extensively in the Soviet Union and became an expert on Russian Theater.
- Appleton Family Papers, 1752-1962** 3.4 linear feet
This collection consists of personal materials, correspondence, official and legal documents of twenty-six members of the Appleton family, beginning with the papers of Nathan Appleton (1779-1861). Nathan Appleton was a prominent businessman and politician associated with the development of the textile mills in Lowell, Massachusetts, and father of Frances Appleton Longfellow, the wife of Henry Wadsworth Longfellow. Also included is a section of research material compiled by Henry Wadsworth Longfellow Dana on his Appleton relatives, including genealogies.
- Dana Family Papers, 1661-1960** 67 linear feet
Includes collected manuscripts, genealogies and research material of over five generations of the Dana Family, including some correspondence of Richard Henry Dana, Jr. (1815-1882), author of *Two Years Before the Mast*, and legal consultant in the litigation surrounding the Fugitive Slave Law. The collection also includes some papers of Francis Dana (1743-1811), appointed minister to the court of Catherine the Great in 1781, and Chief Justice of Massachusetts from 1791-1806.
- Wadsworth-Longfellow Family Papers, 1610-1971** 27 linear feet
The papers of Henry Wadsworth Longfellow's ancestors and their close relatives includes journals and dairies maintained by Henry Wadsworth while serving on the USS Constitution, and letters of Peleg Wadsworth, general to George Washington and member of Congress. Also included are the papers of Judge Stephen Longfellow (1750-1824), Henry's grandfather; Stephen Longfellow (1776-1849), Henry's father who was a lawyer in Portland, Maine and member of Congress; and Capt. Samuel Longfellow, Henry's uncle, as well as letters from Henry Wadsworth Longfellow's mother, Zilpah Wadsworth Longfellow (1796-1851). Primarily to members of her family, they reveal her

years growing up in Maine, family history, domestic life, her literary and religious interests, visits to Henry in Cambridge, and visits to Plymouth. Due to her husband Stephen's frequent travels on business and to Washington, D.C. as a member of Congress, there are several years of extensive correspondence with him during the 1820s. Family groups represented in the collection include those of William Longfellow (1650-1690) ("the Emigrant"), Stephen Longfellow (1685-1764), Peleg Wadsworth (1748-1829), and Stephen Longfellow (1776-1849).

Dana Collected Correspondence Collection, 1808-1938 43 linear feet

Letters of primarily women members of the Dana family. The letters document adolescent life in antebellum New England, including insights into boarding school life. Civil War-era letters record the poignant thoughts of young women experiencing the war through losses of friends and privations at home. A sizable portion of the collection includes correspondence generated by Elizabeth Ellery Dana (1846-1939), the sister-in-law of Edith Longfellow (Longfellow's second daughter). She was a prolific writer and historian who published a British officer's 1770s diary, and wrote extensively on Revolutionary War history and the Dana family.

Richard Henry Dana III Papers, 1797-1947 32.3 linear feet

The papers of Richard Henry Dana III reveal a life of public service. The childhood friend of the Longfellow children and husband of Edith Longfellow, Richard H. Dana III (1851-1931) was a lawyer who worked for the reform of the ballot system to make elections more democratic and reform of civil service to make democracy efficient. He was president of the New England Conservatory of Music, the Boston YMCA, and worked tirelessly on behalf of the Episcopal Theological Seminary. His papers include some of the records of his law practice, personal and business correspondence and much material related to civil service reform, including correspondence with his Harvard classmate, Theodore Roosevelt.

Elizabeth Ellery Dana Personal Papers, 1829-1940 8.6 linear feet

Elizabeth Ellery Dana (1846-1939) was one of the daughters of Richard Henry Dana, Jr. and Sarah Watson Dana. A lifelong resident of Boston and Cambridge, her papers reflect the life of a middle class woman from a well-known family during the second half of the nineteenth and beginning of the twentieth centuries. An interest in genealogy and family history, sparked when she was nineteen years old, continued her whole life as she gathered data for *The Dana Family in America*, which was not published until after her death. Most of her research and writing for this book is contained in the *Dana Family Papers* (see above), although her correspondence also reflects this interest. She collected the correspondence of her immediate family and it is believed she was responsible for the *Dana Collected Correspondence Collection* (see above). This collection contains correspondence, notes, journals, legal records and photographs.

Longfellow House Trust Papers, 1852-1973 11 linear feet

Financial records, correspondence, administrative records and materials related to the management of the house as a museum. The papers reveal the developing preservation philosophy for one of the oldest historic house museums, and include guest books noting the visits of many eminent guests to the Longfellow House, such as Paul Robeson.

Washington Allston Materials as Compiled by H.W.L. Dana, 1868-1955 18.8 linear feet

This collection consists primarily of materials collected or produced by Henry Wadsworth Longfellow Dana that deal with the life and works of Washington Allston (1779-1843), considered America's first Romantic artist. A small portion of the papers are notes and correspondence of Harry Dana's father, Richard Henry Dana III, and of his aunt, Elizabeth Ellery Dana, which Harry incorporated into his own Washington Allston research papers. Also included are approximately 50 books from Washington Allston's own library and many photographs of Allston's works.

Patricia R. Pratt Papers, 1759-1994

4.8 linear feet

This collection documents the grounds of the Longfellow House before, during, and after restoration by the Cambridge Plant and Garden Club in 1969-1972; ongoing maintenance of the Longfellow House and garden; and preservation and renovation of Longfellow Park. The papers consist primarily of documentation generated by the Longfellow House and Garden Committee and the Longfellow Park Committee of the Cambridge Plant and Garden Club. The papers were assembled by Patricia Pratt while she was a member of that club. She served at times as president of the club and chairman of the Longfellow House Garden Committee.

Frederick Haven Pratt & Stephen D. Pratt Research Papers, 1783-1996 1.7 linear feet

These papers were generated as a result of research conducted by Frederick Haven Pratt, M.D. to publish *The Craigies* in 1942, and by his son, Stephen D. Pratt, to publish a new edition, *The Craigies: A Footnote to the Medical History of the Revolution* in 1996. These materials focus primarily on Andrew Craigie, Jr., the first Apothecary General of the United States and former owner/resident of the Vassall-Craigie-Longfellow House. Included are some primary legal documents and correspondence of the Craigie, Foster and Haven families dating from 1783-1840.

Photographs

Approximately 11,500 photographs and negatives ranging from 1840 to 1970 encompassing a wide range of photographic processes and topics. These include daguerreotypes, ambrotypes, tintypes, cyanotypes, albumen prints and others. Many of the photographs are part of collections of individual's papers. In addition, the following photograph collections consist of images unassociated with a single individual:

- Longfellow Family Photograph Collection
- Longfellow National Historic Site House and Garden Photograph Collection
- Art Reproductions Photograph Collection

Architectural Drawings, 1847-1936

Includes drawings and blueprints created by twelve different architectural firms, including A.W. Longfellow (Henry's nephew and formerly an associate in H.H. Richardson's firm) and Ellen Shipman. The collection documents the historically sensitive changes made to the Craigie-Longfellow House, enabling it to become a historic house museum.

Longfellow, Appleton, and Dana Family Art Collections, c. 1837-1900

Includes several hundred drawings made by Henry and Frances Longfellow's children, documenting the development of art education, and issues important to mid-nineteenth century childhood. The collection also includes sketchbooks, drawings, watercolors and oils by Ernest Longfellow, who became a professional artist, and his cousin, Mary King Longfellow, also an accomplished artist. Included as well are some sketches by both Fanny and Henry Longfellow, his brothers Alexander and Samuel, and other family members and friends.

Longfellow National Historic Site Print Collection

1,222 items

The Longfellow NHS Print Collection is a diverse assortment of lithographs, etchings, engravings, wood block prints, and other types of prints and printing plates, varied in subject and date. It ranges from pages of the Nuremberg Chronicles printed in 1493 to twentieth-century prints and includes scenes of Europe, reproductions of artworks in galleries and museums, portraits of Henry Wadsworth Longfellow and other notables, views of the Vassal-Craigie-Longfellow House, as well as illustrations for Longfellow's poems. Many of the prints were collected by Longfellow and his family and consequently reflect the interests, social associations, and taste of a Victorian New England family.

Postcard Collection of the Longfellow Family, c. 1870-1970 2,700 items

This collection consists of picture postcards received by members of the Longfellow family, or blank postcards collected by them. They represent scenes from around the world, views of the Longfellow House, and subjects such as fine arts and theater.

Currently being cataloged and processed:

Henry Wadsworth Longfellow Family Papers, c. 1815-1971 est. 25 linear feet

Processing of these papers will be completed in 2004. This collection includes some papers of Henry Wadsworth Longfellow (exclusive of his manuscripts, correspondence and journals which are held by the Houghton Library of Harvard University), those of his son Ernest Wadsworth Longfellow (1845-1921), daughters Edith Longfellow Dana (1853-1915) and Anne Longfellow Thorp (1855-1934), as well as his sisters Anne Longfellow Pierce (1810-1901) and Mary Longfellow Greenleaf (1816-1902), and his brother Stephen Longfellow (1805-1850) and their families. The papers of Henry's sister Anne document life in Portland, Maine during the latter half of the nineteenth century. Since she lived in the Wadsworth-Longfellow House most of her life her papers document her stewardship of the house, which she donated to the Maine Historical Society as a memorial to her brother. Papers of Longfellow's daughters provide insights into their youth and travels, marriage, and contributions to the formation of the Longfellow House Trust, the preservation society dedicated to preserving the Craigie-Longfellow House.

The, Rev. Samuel Longfellow (1819-1892) Papers, c. 1845-1890 est. 12 linear feet

Henry Wadsworth Longfellow's youngest brother and biographer, Samuel was a Unitarian minister and author of many hymns still in use today. His papers document his belief in Transcendentalism, Temperance, and Women's Suffrage, and include correspondence with Ralph Waldo Emerson, Bronson Alcott, and others. He was also interested in photography and experimented with calotypes while a student at Harvard in 1839 with his Harvard roommate Edward Everett Hale, and with daguerreotypes in 1843 while a teacher for the Dabney children in the Azores in Portugal.

Alexander Wadsworth Longfellow Family Papers, c. 1795-1945 est. 25.5 linear feet

Henry Wadsworth Longfellow's brother Alexander Wadsworth Longfellow, Sr. (1814-1901) worked for the U.S. Coast Survey and his papers record much information about that work and the scandals in the organization. Also included are a journal and letters documenting his trip to South America as secretary to his uncle, Captain (later Commodore) Alexander Scammell Wadsworth in 1833-1834. Alexander Wadsworth Longfellow Jr. (1854-1934) was a noted Colonial Revival architect and partner in the firm of Longfellow, Alden & Harlow, one of the founders of the Boston Society of Arts and Crafts, and active in the Marine Museum of the Bostonian Society. "Waddy's" papers reflect his interests in architecture and boats. His papers consist of correspondence, scrapbooks, log books and journals with a number of photographs, including some of European architecture and of his own commissions. This collection also includes the papers of Mary King Longfellow (1852-1945), an accomplished artist, including her journals notated daily for many years, and Richard King Longfellow (1864-1914).

Charles Longfellow (1844-1893) Papers, c. 1845-1909 est. 4 linear feet

Processing of the papers of Henry and Fanny Longfellow's oldest son will be completed by 2005. The collection includes several dozen journals and diaries chronicling his world travels including Japan, China, India, and Russia. Of special interest are the several hundred photographs of Charles Longfellow's travels to Russia, India, Cambodia and the South Pacific during the late 1860s to 1880s. Rare photographs of Meiji-period Japan taken between 1871-1873 include photographs of the Ainu tribe.

- **Architectural Fragments**

Included in the collection are fragments from the house, carriage house, and garden structures, such as shutters, windows, doors, ornamental finials, metal hardware, moldings, lattice work fencing, the dismantled coal bin from the basement, the circa 1904 front door vestibule, an awning, and wallpaper fragments. Many of these items were removed from structures during the historic period or because of NPS restoration work.

- **Archaeological Collections**

The archeological collection is the result of test digs, mitigation and compliance work, and archeological overviews and assessments conducted at the site since 1989. Prior to this, a large number of incidental finds (material uncovered by staff during the original site restoration work from 1977-1986) were included in the archeology collection. The materials excavated during these projects date from the late 18th to the 20th century. Blown bottle glass, window glass, molded cream ware, slipware, blue and white porcelain, red ware, clay pipes, animal bone, flora and fauna, are examples of excavated material. Taken as a whole, these fragments illustrate the wares typically used in upper class urban New England households during the early colonial era, and later by the Longfellows. Where known, field records, photographs, and other documentation associated with archeological projects are included in the collection.

rev. 2/04

(00) General Management Plans (Master Plans)

U.S. Department of the Interior, National Park Service. *Final Master Plan: Longfellow National Historic Site, Massachusetts*. U.S. Department of the Interior, National Park Service, 1978? 49 pages. Contains: (12 Bibliographies)/(13) Photographs/(14) Maps. CRBIB Number: 401265. Holdings: NMSC/BOPL/LONG. **LONG.002 c.1-3**

U.S. Department of the Interior, National Park Service. *Master Plan, Preliminary Draft, Longfellow National Historic Site*. DRAFT. United States Department of the Interior, National Park Service, July 1970. c. 80 pages. Contains: (14) Maps. CRBIB Number: 404853. Holdings: NMSC. [Several pages are marked up with corrections.] **LONG.024**

U.S. Department of the Interior, National Park Service, North Atlantic Region. *Environmental Assessment, Master Plan, Longfellow National Historic Site, Cambridge, Massachusetts*. Boston, MA: U.S. Department of the Interior, National Park Service, North Atlantic Region, Aug. 1975. 39+ pages. Contains: (00) Tables/(12) Bibliographies/(14) Maps. CRBIB Number: 403015. Holdings: NMSC/LONG. **LONG.016**

(01) (Cultural) Resources Management Plans

Resources Management Plan, Longfellow National Historic Site. Sept. 1981. 22 pages. Contains: (14) Maps. CRBIB Number: 011625. Holdings: HFC.

U.S. Department of the Interior, National Park Service. *Resource Management Plan, Longfellow National Historic Site*. U.S. Department of the Interior, National Park Service, 1991. 63 pages. Contains: (00) Tables/(12) Bibliographies. CRBIB Number: 403080. Holdings: OCLP/LONG.

(05) Environmental Assessments

U.S. Department of the Interior, National Park Service, North Atlantic Region. *Environmental Assessment, Master Plan, Longfellow National Historic Site, Cambridge, Massachusetts*. Boston, MA: U.S. Department of the Interior, National Park Service, North Atlantic Region, Aug. 1975. 39+ pages. Contains: (00) Tables/(12) Bibliographies/(14) Maps. CRBIB Number: 403015. Holdings: NMSC/LONG. **LONG.016**

(07) New Area/Reconnaissance Studies/Alternative Studies

Wittpenn, Richard P., Frank Barnes, and Jack Lukens. *Longfellow House: A Proposed National Historic Site (Cambridge, Massachusetts)*. U.S. Department of the Interior, National Park Service, Northeast Region, Feb. 1963. 30 pages. Contains: (10) Primary Sources/(14) Maps/(13) Photographs. CRBIB Number: 010407. Holdings: HFC/NMSC/BOPL/LONG. Available from Chadwyck-Healey. [A Field Investigation Report.] **LONG.001 c.1-3**

(10) Other Planning and Management

Fire Safety Analysis Frederick Law Olmsted National Historic Site, Longfellow National Historic Site, John Fitzgerald Kennedy National Historic Site. S.I.: United States Department of the Interior, National Park Service, Oct. 1990. c. 150 pages. CRBIB Number: 404959. Holdings: FRLA.

Longfellow National Historic Site: Structural Fire Management Plan. June 1994. ca. 40 pages. CRBIB Number: 401324. Holdings: NMSC/LONG. LONG.012 c.1-3

Boston National Historic Sites Commission. Final Report of the Boston National Historic Sites Commission. 1961. 261 pages. Contains: (14) Maps/(13) Photographs/(22) Preliminary Drawings/(11) Inventories . CRBIB Number: 000416. Holdings: HFC/NMSC/MIMA. Available on DSC/TIC microfiche (457/D-3). [87th Congress, 1st Session, House Document No. 107. with particular emphasis on major problems of Historical Preservation in the municipality of Boston.] BOST.008 c.1-2

Boston National Historic Sites Commission. Final Report of the Boston National Historic Sites Commission to the Congress of the United States. June 1960. 510 pages. Contains: (14) Maps. CRBIB Number: 405178. Holdings: MIMA.

Steven R. Keller and Associates, Inc. and Dean Tucker Shaw Incorporated Architects. Report of the security survey conducted for the Longfellow Home National Historic Site. Steven R. Keller and Associates, Inc.; Dean Tucker Shaw Incorporated Architects, Nov. 1991. c.55 pages. CRBIB Number: 403944. Holdings: NMSC. [Unbound.] LONG.023

U.S. Department of the Interior, National Park Service, Denver Service Center. New England Cluster Rapid Visual Screening of Buildings for Potential Seismic Hazards. Denver, CO: United States Department of the Interior, National Park Service, Denver Service Center, June 1998. ca. 80 pages. Contains: (00) Tables/(13) Photographs. CRBIB Number: 404498. Holdings: BOST. Available on DSC/TIC microfiche (457/D-114).

(20) Historic Resource Studies

Carden, Marie L. and Thomas Denenberg. Longfellow National Historic Site, Cambridge, Massachusetts: Historical Overview and Evaluation of Significance, A Historic Resource Study . Boston, MA: U.S. Department of the Interior, National Park Service, Northeast Field Area, New England Systems Support Office, July 1996. 167 pages. Contains: (12) Bibliographies/(13) Photographs/(15) Measured Drawings/(20) HABS/HAER Drawings. CRBIB Number: 401267. Holdings: NMSC/OCLP/CRC/LONG. LONG.009

(25) Other History Studies Cultural Resources Bibliography Shelf list generated by
Northeast Museum Services Center Updated Dec 2004

Longfellow National Historic Site, 92nd Congress, 2nd Session. Washington, DC: 1972? ca. 70 pages. Contains: (00) Tables/(14) Maps/(15) Measured Drawings. CRBIB Number: 403017. Holdings: NMSC. [A collection of legislative, development, and management documents for the proposed park.] LONG.018

Coffin, Margaret and Kristin Claeys. Historic Plant Inventory for Longfellow National Historic Site, Final Report - June 1995. Brookline, MA: U.S. Department of the Interior, National Park Service, Olmsted Center for Landscape Preservation, 1995. ca. 230 pages. Contains: (11) Inventories/(13) Photographs. CRBIB Number: 403072. Holdings: OCLP.

Mcquire, Diane K. and Isadora Smith. The Garden Book for Longfellow. 1969. pages. CRBIB Number: 012931. Holdings: LONG. Available on DSC/TIC microfiche (453/D-7).

Wolfe, Albert B. Thoughts on Establishment of the Longfellow National Historic Site. 1974. 16 pages. CRBIB Number: 017079 . Holdings: HFC.

(30-35, 49) Archeology Studies

Dimmick, Frederica R. Archeological Investigations for Lightning Protection, Grounds and Lilac Removal, Longfellow National Historic Site, Cambridge, Massachusetts. Lowell, MA: U.S. Department of the Interior, National Park Service, Northeast Cultural Resources Center, Archeology Branch, Apr. 2000. ca. 40 pages. Contains: (00) Tables/(15) Measured Drawings. CRBIB Number: 403657. Holdings: CRC.

Dimmick, Frederica R. Archeological Investigations for the Handicapped Ramp at Longfellow National Historic Site, 1988-1989. U.S. Department of the Interior, National Park Service, Northeast Cultural Resources Center, n.d. 28 pages. Contains: (00) Tables/(15) Measured Drawings. CRBIB Number: 403659. Holdings: CRC/LONG.

Dimmick, Frederica R. Archeological Investigations for the Handicapped Ramp at Longfellow National Historic Site, 1988-1989. U.S. Department of the Interior, National Park Service, Cultural Resources Center, May 1996. ca. 35 pages. Contains: (15) Measured Drawings/(22) Preliminary Drawings. CRBIB Number: 406408. Holdings: LONG.

Dimmick, Frederica R., Steven R. Pendery, and William A. Griswold. Archeological Investigations for Lightning Protection Grounds and Lilac Removal, Longfellow National Historic Site Cambridge, Massachusetts. U. S. Department of the Interior, National Park Service, Northeast Cultural Resources Center, Archeology Branch, Apr. 2000. 21 pages. Contains: (00) Tables/(13) Photographs/(14) Maps/(15) Measured Drawings/(22) Preliminary Drawings. CRBIB Number: 406405. Holdings: LONG.

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Cultural Resources Bibliography Shelf list generated by Northeast Museum Services
Center – Updated Dec 2004

The Government Performance and Results Act (GPRA) of 1997 requires that each park develop a five-year strategic plan, which addresses four strategic goals established by the National Park Service. These goals are: Mission Goal I – Preserve Park Resources; Mission Goal II – Provide for the safe public enjoyment and visitor experience of parks; Mission Goal III – Strengthen and preserve natural and cultural resources and enhance recreational opportunities managed by partners; Mission Goal IV- Ensure Organizational Effectiveness. The following goals directly relate to the efforts of interpretation, the achievement of which are essential to insure that visitors have quality park experiences.

NPS Mission Goal Category I: Preserve Park Resources

Mission Goal Ia: Natural and cultural resources and associated values are protected, restored and maintained in good condition and managed within their broader ecosystem and cultural context.

Longfellow NHS Long-Term Mission Goal Ia5: By September 30, 2002, 100% of the historic structures on the 1998 List of Classified Structures are in good condition.

- Critical rehabilitation of the Longfellow House and Carriage House is accomplished to add or upgrade 100% of building systems (fire suppression, environmental control, security, and electrical); improve museum storage for approximately 600,000 archives and 35,000 historic objects and provide wheelchair access to Longfellow House (FY'99 LIC).
- High traffic operations are relocated to reduce damage to historic fabric and better preserve the historic scene including removal of a staff kitchen and public meeting space from the Longfellow House to the rehabilitated Carriage House; removal of the maintenance facility from the Carriage House to an off-site location; and establishment of off-site parking for 50% of staff vehicles. Off-site maintenance facility is fully operational.
- 40% of the historic buildings are thoroughly documented (historic conditions, as well as routine, emergency, and cyclic maintenance work) and information is integrated into the park's preservation maintenance system.
- Section 106 compliance files are consolidated; SOP for establishing 106 compliance is complete and adhered to.
- A routine cyclic maintenance program for the buildings is adhered to.

Longfellow NHS Mission Goal Ia6: By September 30, 2002, 80% of preservation and protection conditions in the park's museum collections meet professional standards.

- Multi-year processing of archival and manuscript collections for long-term preservation and access continues; 60% of Longfellow NHS archives are entered in ANCS+ program.
- 60% of the archives, historic books, and collections not on exhibit are properly housed in a secure and stable environment.
- 100% of the period rooms in the historic house are protected through non-intrusive security systems which are sensitive to the historic fabric; room guides are completed for 17 period rooms; visual documentation of selected museum objects through photography is ongoing.
- A formal historic housekeeping program is implemented to maintain collections in stable condition.
- Primary planning documents, inc. Special History Study, Historic Resource Study, Historic Furnishings Report and Treatment Plan, and Collections Management Plan are completed, are based on the most current scholarly and scientific information, and inform one another. Resource management decisions and programs reflect recommendations from the reports and an interdisciplinary understanding of the park and its significance.

- 100% rehabilitation of the Longfellow House basement is accomplished to improve museum storage and research areas and facilitate public access to collections.
- The Friends of the Longfellow House actively supports a guides preservation and conservation efforts through an established advisory committee, the “Adopt an Object” program, and publications program.

Longfellow NHS Mission Goal Ia7: By September 30, 2002, 100% of the park’s cultural landscape on the Cultural Landscapes Inventory is in good condition.

- Rehabilitation of the historic landscape and gardens is accomplished to accommodate placement of a new underground water supply and utilities services to the Longfellow House and Carriage House; work includes a comprehensive archeology survey.
- 40% of the historic grounds are thoroughly documented (historic conditions, as well as routine, emergency, and cyclic maintenance work); information is integrated into the park’s preservation maintenance system which includes guidelines and standards for long-term maintenance. A routine cyclic maintenance program for the buildings and grounds is adhered to.
- Primary planning documents including a Special History Study, Historic Resource Study, Cultural Landscape Report and Treatment Plan, and Comprehensive Interpretive Plan are completed, are based on the most current scholarly and scientific information, and inform one another. Resource **management decisions** and programs reflect recommendations from the reports and an interdisciplinary understanding of the park and its significance.

Mission Goal Ib: The National Park Service contributes to knowledge about natural and cultural resources and associated values; management decisions about resources and visitors are based on adequate scholarly and scientific information.

Longfellow NHS Mission Goal Ib2: By September 30, 2002, the 1997 baseline inventory and evaluation of each category of museum collections is increased by a minimum of 1%.

- 100% of Longfellow NHS archives are processed and cataloged.
- 70% of Longfellow NHS museum archives and collections are made fully operational in ANCS+ Program.

NPS Mission Goal Category II: Provide for the Public Use and Enjoyment and Visitor Experience of Parks

Mission Goal IIa: Visitors safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park facilities, services, and appropriate recreational activities

Longfellow NHS Mission Goal IIa1: By September 30, 2002, 75% of park visitors are satisfied with appropriate park facilities, services, and educational opportunities.

- Visitor programs and information services are provided t minimum five days a week from March through November
- A carrying capacity study is accomplished for the Longfellow House and Carriage House to guide facility use, storage, and size of visitor tours and programs; a reservation system is maintained to ensure that carrying capacity guidelines are maintained for historic house tours.
- Wheelchair access is available to historic furnished rooms on the first floor of the Longfellow House.
- An NPS sign program is implemented to provide directional and access signage on park grounds and all major streets leading from the nearby Harvard Square community.
- An international docent program is established to make interpretive programming accessible to diverse audiences.
- An upgraded park reference library and filing system supports internal studies and program initiatives, public information services, and resource documentation.
- 95% of museum finding aids are in distribution.
- Rehabilitated Longfellow Carriage House is actively used for temporary exhibits, public meetings and programs, including lectures, workshops and curriculum-based student activities.

- Temporary exhibits in Longfellow Visitor Center are periodically rotated; est. 3-5 off-site exhibit loans are accomplished annually.
- Basic interpretive materials, including the park brochure, are available in at least six different languages to accommodate multilingual audiences.

Mission Goal IIb: Park visitors and the general public understand and appreciate the preservation of the parks and their resources for this and future generations

Longfellow NHS Mission Goal IIb1: By September 30, 2002 75% of park visitors understand and appreciate the park's significance.

- Historic Resource Study is conducted to integrate findings of recent scholarship and reevaluate the significance of the park's primary themes in order to develop a new conceptual framework for determining interpretive themes and resource treatments.
- Buildings and grounds preservation activities associated with FY 1999 Line Item Construction Program are highlighted in a series of special park and community-wide presentations involving (1) general public, (2) preservation community, and (3) park staff.
- Curriculum-based education programs are developed, implemented and evaluated using an established cyclic educational programming plan informed by the Comprehensive Interpretive/Education Plan and current educational theory; 70% of Cambridge Public School students participate in at least one curriculum-based education program prior to Grade 5.
- Cambridge-area vocational-technical school students participate in curriculum-based preservation maintenance program developed in conjunction with FY99 construction project.
- 60% of the Comprehensive Interpretive Plan is complete and includes a completed Education Plan
- A formal cyclic internship program is established with at least two area universities to provide interpretation, museum, and maintenance-related project assistance.
- A special events agenda including the Longfellow Summer Festival of music and poetry and community workshop and lecture series in collaboration with the Friends of the Longfellow House, Longfellow Birthday celebration, Family Day activities, etc. are offered annually.
- The Friends of the Longfellow House maintains an active publications program including a biannual newsletter which highlights theme-related projects, programs, scholarly research, and initiatives of the park and community.
- Eastern National bookstore publications and items reflect park interpretive themes and current scholarship; the Scope of Sales plan is reviewed annually to maximize bookstore sales and interpretive quality.
- A wide variety of park information can be accessed via the World Wide Web through the National Park Service/Longfellow NHS home and expanded pages.
- Junior Ranger Program is established with emphasis on identifying means and motivations of Longfellow children in expressing their creativity.
- 70% of primary source-based curriculum kit for high school students is completed in partnership with a National Park Service Battlefield Site, Friends of the Longfellow House, and local-area teachers.

National Register Statement of Significance

Summary of Significance

A. Established Areas of Site Significance

In 1962, Longfellow National Historic Site was designated a National Historic Landmark and, in 1966, listed on the National Register of Historic Places. The National Register recognizes the property as significant in three areas: literature, architecture, and military. Using current National Register criteria for evaluation, the site meets Criterion A: Event; Criterion B: Person; and Criterion C: Design/Construction.

Associations include: George Washington headquarters (1775-76) and Revolutionary War era; poet Henry Wadsworth Longfellow (1837-1882); Loyalist John Vassall (1759-74); Nathaniel Tracy (owner 1781-1786), Revolutionary War privateer and merchant; Andrew Craigie and family (occupancy 1791-1841), the first Apothecary General of the American Army. The house is also one of the foremost examples of New England High Georgian architecture and meets Criterion C. The property also includes a carriage house, with some Greek Revival detailing dating to 1844, which is an integral part of the historic scene.

B. Potential New Area of Site Significance

In addition to the areas of significance discussed above, the NPS has determined that Longfellow NHS meets Criterion A: Event, as a significant icon of the Colonial Revival movement in the United States. (See Marie Carden and Thomas Denenberg, *Longfellow National Historic Site: Historical Overview and Evaluation of Significance*, July 1996.) The NPS noted in its determination:

As Longfellow idealized the American past in his poetry, his home became an even more broadly recognized representation of that past. Images of the house were pervasive in the late 19th century.... [T]he house, being closely associated with both Washington and Longfellow, became a design prototype after Longfellow's death. The first known replica, Gladisfen, in Newcastle, ME, was constructed in 1883. ... The most remarkable of the replicas are the mail-order reproductions that were available through Sears, Roebuck and Company from 1918 through at least 1927.

The site's significance to the Colonial Revival movement extends to the landscape. (See final review draft, "Longfellow National Historic Site Cultural Landscape Report, Vol. II: Analysis of Significance and Integrity," May 1997, Shary Page Berg, ASLA, Landscapes Preservation Planning and Design, pp. III, 5-6.)

Roughly between 1890 and 1930...the Longfellow Property as a whole became an important icon or symbol of the Colonial Revival *movement* while the landscape became a nationally known example of the Colonial Revival *style*, a conscious effort to recreate colonial era motifs in the garden forms of the late 19th and early 20th centuries. The Longfellow property, with the added benefits of actual Colonial remnants and direct association with key historic figures, was the quintessential Colonial Revival landscape.

C. Collections as a Feature of the Site

1. Established Areas of Site Significance

*Criterion B: Person—Henry Wadsworth Longfellow
National Significance*

As the home and work space of the internationally recognized American poet Henry Wadsworth Longfellow, the interiors of the house are of great significance. Longfellow's home and its furnishings mirror his poetry, as his poetry both fueled and reflected the emerging national literature and nascent Colonial Revival furnishings of America. Longfellow's personal tastes are represented in the furnishings, artwork, objects and papers of the house.

The National Register statement of significance for Longfellow NHS notes the importance of the interior furnishings. It states that "the Longfellow House, as shown today (1980) presents an interior aspect that stems from the last period of Henry Longfellow's life." Specifically described are the furnishings of the poet's study, in which the majority of his popular pieces were written. His personal library, although enlarged by his descendants, remains on the shelves throughout the house, as do a number of objects, spatial configurations, and views, which inspired and/or were the subjects of some of his works. Recent analysis of the house furnishings confirms that though changes were subsequently made by Longfellow's descendants, the study, library, parlor and entry hall are still largely intact.

The statement of significance notes that "other rooms in the house are likewise furnished with Longfellow pieces which, with the memorabilia, pictures and other details of decoration that stem from the last century, are set against a background of good Georgian staircasing, paneling and chimney pieces [from] a hundred years earlier."

The statement of significance particularly references "the large collection of painting, sculpture, decorative arts, library and manuscript materials." They are described as "significant works of art, having been fabricated by some of America's and Europe's leading artists and craftsmen. ...part of the house furnishings during the occupancy of Henry W. and Alice Longfellow (from 1837 to 1928) and, as such, [they] are a valuable index to the taste of both the family and the time."

The collection as a whole possesses a high degree of integrity, particularly in relation to location, design, setting, materials, workmanship, feeling, and association. The integrity of the collection has been evaluated...in the recent Historic Furnishings Report and other site research.

2. *Potential New Area of Site Significance*

Criterion A: Event—The Colonial Revival Movement in the United States National Significance

Historically the Longfellow interior included antiques, a hallmark of Colonial Revival furnishings. At mid-century Longfellow's popular poem "The Old Clock on the Stairs" (1843) helped inspire Edward Lamson Henry's eponymous painting (1868) depicting a Georgian hallway in Philadelphia with a tall case clock on the stair landing. Henry's painting received broad acclaim from the crowds at the 1876 Centennial. Just two years later in 1878, Henry Longfellow placed a newly-purchased antique Dutch tall case clock on his formal entry hall stairway. In so doing, the poet embraced a deliberate and self-conscious Colonial Revival Style. The image of Longfellow's post-1878 entry hall was popularly distributed both nationally and internationally on post cards and other printed views of the hall, making it something of an icon of the Colonial Revival interior.

Additional Areas of Significance for Site Collections

A. *Criterion C: Design/ Construction; Area of Significance: Art – Victorian Interior Design*
National Significance

The extent of original furnishings present in the house collections is remarkably complete for the 1840s-1880s. The eclectic Victorian furnishings include Rococo Revival, Gothic Revival and Elizabethan Revival styles, and furniture and furnishings made by regionally and nationally significant makers such as George Archibald, Abraham Kimball, and James Paul. There are only a handful of historic houses from this period (Old Manse, Castle Tucker) that are as well-documented and retain such a high proportion of their original furnishings as the Longfellow House. This alone makes the site an invaluable resource for the light it sheds on Victorian interiors. Further, Henry Longfellow (with credit to his wife Frances Appleton Longfellow and her family, for her eye and financial resources) amassed a significant collection of art which was used to furnish the home. The site's paintings collection features works of Victorian-era artists such as Albert Bierstadt, Eugene and Jean Baptiste Isabey, and the 17th-century Dutch painter Daniel de Blicq. This concentration of high-end art in a Victorian-era domestic setting with the documentation to present it as it was displayed in Henry Longfellow's lifetime is unparalleled.

B. *Criterion C: Design/Construction; Area of Significance: Art – Asian Art and Early American Collection of Asian Art*
National Significance

The Japanese collections at Longfellow National Historic Site reflect generations of interest in Asian art, culture, and literature. Portions of the Longfellow House's extensive Japanese collections are on exhibit today, giving a glimpse of the importance of Asian art to one prominent 19th-century family. The Longfellows' Japanese collections are significant because of their provenance and context.

Charles Longfellow, Henry and Frances Appleton Longfellow's oldest son, collected a wide range of ceramics, textiles, paintings, and bronzes during his 20-month sojourn in Japan, from June 1871 until March 1873, shipping more than twenty crates of furnishings and decorative arts home to his family in Cambridge. A year after his return, Charles and his cousin Alexander Wadsworth Longfellow, Jr., decorated his sitting room in the Longfellow House with many of his finds, covering the ceiling with Japanese fans and displaying prints and furniture in the room.

The Longfellow House's Japanese collections reflect transformations in both Japanese and American culture. After the Meiji Restoration in 1868, Japanese culture became increasingly westernized. In turn, late-19th-century Americans' lives were transformed by the increased availability of Japanese imports, travel, and participation with Asian economies. A "Japan craze" spread through Boston and beyond in the 1870s-1890s.

C. *Criterion C: Design/Construction; Area of Significance: Art – Arts and Crafts Collections*
Local Significance

The museum collections reveal Alice Longfellow's keen interest in the Arts and Crafts movement, as reflected in books, pottery, jewelry, lighting fixtures, wallpapers, and furniture throughout the house. Alice's cousin Alexander Wadsworth Longfellow, Jr., (1854-1934) was one of the founding members of the Society of Arts and Crafts, Boston. "Waddy" worked with Alice Longfellow to

make some 20th-century improvements to the house, while maintaining the house's historic setting. These changes included architectural additions, both on the interior and exterior.

D. Criterion A: Event or Movement; Area of Significance: Literature – Library of a 19th-Century Family
State Significance

The book collection of the Longfellow family (1840s-1880s) is potentially significant. Beyond the value of the library of the poet Henry Wadsworth Longfellow, the library of this family of readers may constitute an important resource, as it represents the literary choices and taste of Frances (Fanny) and Henry Longfellow and their family and by extension other prominent, well-educated Americans of the era.

E. Criterion D: Information Potential; Areas of Research Potential

The collections include 19th- and 20th-century furnishings, personal effects, and papers of a prominent extended family (Longfellows, Appletons, Danas, and Allstons). The research value of these collections is outstanding. This is partly because of the quantity and relative completeness of furnishings from the late-19th century, but it is also because the three-dimensional collections are so fully complemented by remarkable archival resources both within Longfellow NHS and at other repositories. For the 19th-century collections this constitutes an extraordinarily rare survival of material culture. Research in the Longfellow collections could add significantly to our understanding of:

- History of art patronage – Nineteenth-century art patronage (through the study of Henry Longfellow's, Fanny Appleton Longfellow's, Nathan Appleton's, and Thomas Gold Appleton's acquisitions)
- Influences upon Henry Longfellow's writing (through the study of the poet's library)
- Nineteenth-century childhood (through the study of a number of sub-collections: the art, ephemera, toys, and clothing portion of the textile collection)
- Historic interiors preservation and presentation (through the study of changes made in historic furnishings by second- and third-generation Longfellow family members as they strove to maintain their family home as a residence, a memorial, and a museum)
- The Longfellow archives, both manuscript and photographic, which support and document the three-dimensional collections, can also illuminate other social history themes such as:
 - 19th century domestic life, including domestic workers
 - 19th century medicine
 - 19th century religion
 - mid-19th century education
 - 19th and 20th century women's history.
 - 18th century American Revolutionary War

Ranger-developed Thematic House Tours, 2002-2004

1. *Henry's World: Longfellow as 'Human Geographer,'* 2003
2. *Longfellow: Creator of Memory,* 2003
3. *Longfellow: Putting Words to the Movement of the Human Heart,* 2002
4. *Longfellow's Love of Music – A Constant Melody of Words Winding Through His Life,* 2002
5. *Setting the Foundation of the American Nation and American Myth Through Literature,* 2002

Special Interest Thematic House and Walking Tours

6. *A Tyranny of its Own: Tories and Their Slaves* (walking tour), ranger developed, 2004
7. *Home-Keeping Hearts Are Happiest* (walking tour), ranger developed, 2004
8. *Longfellow and the Dante Club,* volunteer developed, 2003
9. *The Longfellow Family & Their Love of Music,* intern developed, 2002
10. *Charley Longfellow & the Civil War* (walking tour), ranger developed, 2001
11. *A Landscape Through Time* (walking & garden tour), ranger developed, 2001
12. *Mt. Auburn Architects Tours, I & II,* ranger developed walking tour presenting Longfellow family architects and others, 1999 & 2000
13. *Architecture Uncovered: Architecture of the Longfellow House,* ranger developed, 1999
14. *To the River Charles: The Evolution of a River Landscape* (walking tour), ranger developed, 1999
15. *George Washington in Cambridge* (walking tour), ranger developed, 1999
16. *In Longfellow's Footsteps,* (walking tour), ranger developed, 1999
17. *Preserving the Legacy: The Longfellows and the Colonial Revival,* ranger developed, 1998
18. *A Gothic Tale: The Longfellows and Medievalism,* curator developed, 1998
19. *Summertime with the Longfellows,* curator developed, 1999
20. *The Female Muse: Women Artists in the Longfellow House Collection,* ranger developed, 1998
21. *Charley Longfellow and the Asian Treasures of the Longfellow House,* ranger developed, 1997
22. *The Poet and the Politician: The Friendship of Charles Sumner and Henry Longfellow,* ranger developed, 1997
23. *The Die Was Cast: George Washington's Headquarters, 1775-76,* ranger developed, 1996
24. *A Gathering of Friends: Maine Artists (Samuel Rowse & Eastman Johnson) and the Longfellow Family Seen Through Portraits,* ranger developed, 1996
25. *Troop of Shadows* (at Mt. Auburn Cemetery), ranger developed walking tour, 1994-2002

Presentations

26. *Henry W. Longfellow and Nathaniel Hawthorne, A Lasting Friendship,* ranger developed costumed presentation, 2004
27. *The Glorious Friendship: A Evening of Selected Readings from Charles Dickens' Christmas Carol & Commentary on the Longfellow-Dickens Friendship,* ranger developed costumed presentation, 2003
28. *A High Purpose and a Fixed Will – George Washington & Henry W. Longfellow,* ranger developed dialogue, 2003
29. *A Longfellow Celebration: Poetry with Judaic Influences,* ranger developed dialogue, 2001
30. *Voices of Reform and Protest: Henry and Fanny Longfellow, Charles Sumner, and the Slavery Question,* ranger developed presentation, 2001
31. *Rivers of Inspiration,* ranger developed play, 2000
32. *Humor of Henry Longfellow,* ranger developed dialogue, 2000
33. *The Tempest Within: The Struggles of George Washington in Cambridge,* ranger developed one-person dramatic presentation, 2000
34. *Holiday Musings,* ranger developed dialogue, 1999
35. *Courtship of Henry and Fanny Longfellow,* ranger developed dialogue, 1999

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